

# IFTIN Charter School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	IFTIN Charter School
<b>Street</b>	5465 El Cajon Blvd.
<b>City, State, Zip</b>	San Diego, CA 92115-3620
<b>Phone Number</b>	(619) 265-2411
<b>Principal</b>	Ali Hori
<b>Email Address</b>	Hori@iftincharter.net
<b>School Website</b>	www.iftincharter.net
<b>County-District-School (CDS) Code</b>	37 10371 0108548

## 2022-23 District Contact Information

<b>District Name</b>	Iftin Charter School
<b>Phone Number</b>	858-292-3500
<b>Superintendent</b>	Paul Gothold
<b>Email Address</b>	superintendent@sdcoe.net
<b>District Website Address</b>	<a href="https://www.sdcoe.net/">https://www.sdcoe.net/</a>

## 2022-23 School Overview

ICS serves grades TK through 8th located at 5465 El Cajon Blvd., San Diego, California. The school falls within the attendance boundaries of “Jackson” Elementary School within the area known as City Heights, where approximately 90% of students reside.

Iftin Charter School (ICS) was established in by a group of passionate and predominantly Somali refugee parents desiring an alternative method for building on students' cultural heritage experiences while receiving academic excellence through rigorous and differentiated instruction. This concerned group of parents met to create a school where children can achieve mastery in English language, literacy, responsible citizenship, and economic self determination. They chose the word “Iftin” which translates to enlightenment in English, to call attention to a new beginning of hope and support for all children.

Since its inception in 2006 serving only 68 students scattered amongst K-5, Iftin has been on a remarkable path of transformation and growth, now serving approximately 445 students from TK-8. Iftin has become and continues to be a beacon of hope for families, especially the new arrivals to this country who speak little or no English and seeking better educational outcomes for their children. Our neighborhood, City Heights, is a melting pot of diversity with continuously increasing population of non-English speaking immigrants who face challenges in settlement, assimilation, and meeting the educational needs of their children. Iftin is adamant in its commitment to closing the educational gap in our underserved global community. Iftin Charter School provides a research-based curriculum tied to common-core standards and grounded in positive behavioral structures preparing our children for the challenges of the 21st century. Our roadmap to success includes a well-formulated use of reliable and valid assessment tools to drive academic planning, which is then implemented by dynamic, highly trained personnel providing weekly monitoring of student progress culminating in exemplary results. The adopted educational program methodologies are coherent and well researched, ensuring academic excellence as well as increased equity and literacy. In its fifteen (15) years of operation, Iftin has achieved a trend of stability combined with a sense of safety and achievement.

Iftin Charter School's VISION is simple: Provide all students with personalized, challenging, academic programs, which develop 21st Century skills necessary to become active and effective global citizens via a caring, interactive, project-based learning environment that emphasizes culture, character, compassion, and personal values.

## 2022-23 School Overview

OUR MISSION is simple: Iftin Charter School provides students in grades TK-8 with an academically rigorous common core-aligned curriculum supplemented with a technology intensive program in a student centered, safe and caring learning environment. ICS addresses the needs of a diverse group of students, their families and 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.

OUR VISION: Provide all students with personalized, challenging, academic programs, which develop 21st Century skills necessary to become active and effective global citizens via a caring, interactive, project-based learning environment that emphasizes culture, character, compassion, and personal values.

IFTIN CORE VALUE : We believe that all students are unique and gifted individuals and that all students can succeed with the appropriate support and resources. All of our actions are guided by the following beliefs:

COMMITMENT: We value commitment in three different forms: commitment by the staff to enhance educational opportunities for all the students; commitment by the students to learn; and commitment by parents to be an integral part of their children's education.

COMMUNICATION: Our society continues to become more and more diverse and multicultural. ICS values the dialog between people from different cultures and backgrounds.

TEAM SPIRIT: We value the collaboration between staff, students, and parents with a single goal in mind: to secure a positive future for our children.

EXCELLENCE: We believe every child has the potential to excel in life. Our duty is to provide the opportunities for them to fulfill their dreams.

We are committed to working collaboratively to develop lifelong learners in a safe and caring educational and culturally supportive environment led excellent staff who excel in their jobs by utilizing continuing professional development opportunities, where students are challenged, scholarship is expected, and differences are valued.

ICS ensures a strong educational foundation to all students, whether they are in need of direction and support in learning English and finding their way in a new culture, or excelling in one or more educational areas. ICS accepts that every person has something to contribute to society as a whole as well as to the task at hand. Therefore, With respect and collaboration at the center of the school's educational philosophy, our students will demonstrate IFTIN core values and be equipped with the skill sets required to take on challenges and opportunities in the 21st century.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	36
Grade 2	33
Grade 3	44
Grade 4	43
Grade 5	37
Grade 6	44
Grade 7	47
Grade 8	42

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	1.64%
Black or African American	88.97%
Filipino	0%
Hispanic or Latino	3.52%
Native Hawaiian or Pacific Islander	0%
Two or More Races	.23%
White	1.64%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	94.7%	243.3	65.4%	228366.1	83.1%
Intern Credential Holders Properly Assigned	1	5.3%	7.0	1.9%	4205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	3.9	1.1%	11216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	86.9	23.4%	11216.7	4.4%
Unknown	0	0%	30.5	8.2%	18854.3	6.9%
<b>Total Teaching Positions</b>	<b>19</b>	<b>100%</b>	<b>371.8</b>	<b>100%</b>	<b>274759.1</b>	<b>100%</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	95.2%				
Intern Credential Holders Properly Assigned	0	0				
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0				
Unknown	1	4.8%				
<b>Total Teaching Positions</b>	<b>21</b>	<b>100%</b>				

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	3
Misassignments	0	0
Vacant Positions	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	3
Local Assignment Options	0	
<b>Total Out-of-Field Teachers</b>	0	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. The following table displays information about the availability of the stand-ards-aligned textbooks and other instructional materials used at the school.

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), including the year of adoption, may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials.

Year and month in which the data were collected

January 25, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Fountas and Pinnell Classroom: Literacy Program K-5: Reach for Reading Cenage/National Geographic 6-8: INSIDE Cenage/National Geographic Literacy footprints	Yes	0
<b>Mathematics</b>	TK-8: Eureka Mathematics Great Minds/Engage NY	Yes	0
<b>Science</b>	TK-8: Discovery Science California Next Generation Science Standards	Yes	0
<b>History-Social Science</b>	TK-8 Active Classroom Social Studies/History	Yes	0
<b>Visual and Performing Arts</b>	Art offered to all TK-8th grade students within their self-contained general education classrooms.	Yes	

## School Facility Conditions and Planned Improvements

Iftin Charter School is located at El Cajon Blvd. and 54th Streets in San Diego, on the old Jackson school site. Proposition Energy Efficiency improvements were made during the past past two years. This site is safe, clean, and conducive to productive learning. The facility features a library, computer lab, lunch court and on-site kitchen, large blacktop playground with basketball court and play structure, and a large multipurpose room with stage. Our full-time Maintenance employee performs cleaning operations and landscape services throughout the school. Our outdoor facilities are entirely cement and as a result, our playgrounds can often produce scrapes and bumps when children slip and/or fall. Our improvement plan includes the addition of artificial turf and imitation grassy areas to support safety and the ability to play additional games and sports.

Year and month of the most recent FIT report

1/24/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements				
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<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
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Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	36.48%	N/A	5.09%	N/A	47.06%
<b>Mathematics</b> (grades 3-8 and 11)	N/A	25%	N/A	2.9%	N/A	33.38%

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	261	244	93.5%	6.5%	36.48%
<b>Female</b>	134	125	93.3%	6.7%	40.0%
<b>Male</b>	127	119	93.7	6.7%	32.77%
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	4	0	0	0	0
<b>Black or African American</b>	236	224	95%	5%	37.5%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	10	10	100%	0%	N/A
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	10	8	80%	20%	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	180	171	95%	5%	26.90%
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	214	199	93%	7%	37.19%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	16	94	6	12.5%

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	261	244	93.5	6.5%	25%
<b>Female</b>	134	125	93.3%	6.7%	23.20%
<b>Male</b>	127	119	93.7	6.3%	26.89%
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	4	0	0	0	0
<b>Black or African American</b>	236	224	95%	5%	25%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	10	10	100%	0	N/A
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	10	8	80%	20%	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	180	171	95%	5%	19.3%
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	214	199	93%	7%	27.14%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	16	94.11	5.89%	0

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	N/A	10.66%	2.48%	4.22%	28.72%	29.45%

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	81	75	92.6%	7.4%	10.66
<b>Female</b>	41	38	92.7%	7.3%	10.52%
<b>Male</b>	40	37	92.5%	7.5%	10.81%
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	75	70	93.3%	6.7%	10%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	0	0	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	50	47	94%	6%	4.26%
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	57	90.5%	9.5%	10.53%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	5	4	80%	20%	N/A

## 2021-22 Career Technical Education Programs

N/A

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	96%	96%
Grade 7	95%	95%	95%	95%	95%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

Research consistently shows that when parents are involved, students achieve more-regardless of socioeconomic status, ethnic/racial background, or the parents' educational levels. Children whose parents are involved also generally have higher

## 2022-23 Opportunities for Parental Involvement

grades and test scores, better attendance, and more consistently complete homework. At Iftin, we are fortunate to have community support through the .

Parents play a vital role in the education of their children. Iftin Charter School strongly believes in the critical importance of parents as partners and major contributors to the educational success of their children. Iftin has increased parent involvement through the School-Site Council, ELAC, Parent Liaison, LCAP committee, and more extensive home/school communication through the use of current technology; PowerSchool SIS, School Messenger auto dialing service, and monthly newsletters in parents' home language. Through the Parent Institute for Quality Education ("PIQE"), The School was able to educate parents on the importance of their child's schooling and how to utilize resources to assist their students from Kindergarten through the college application process. Beginning spring of 2018-19, ICS began its collaboration with San Diego County Office of Education to fully implement School-wide Positive Behavior Intervention and Supports (PBIS) and provide parent education in positive solutions for common childhood behavior issues. We continue to offer a site-based after school program that will further support students in academic areas.

As noted above, studies also show that learning best occurs when parents actively participate in the educational program. According to the California State Board of Education Policy 89-01: Parent Involvement in the Education of Their Children (1994), "We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds." A majority of ICS's students have different cultural and language backgrounds, so this holds especially true. ICS invites parents to be involved in their child's education in many ways:

1. Parent/Teacher Conferences (at least twice per year)
2. Classroom volunteering
3. Field trip chaperones
4. Community events (at least two a year)
5. Parent meetings held monthly
6. English Learner Advisory Council ("ELAC") meetings
7. School Site Council ("SSC") meetings - up to 4 parent members
8. Governance Committees
9. ICS Board of Directors meetings - (Currently 2 parent members)

Iftin values communication with the students' parents and has hired various personnel in order to initiate and maintain a connection with the parents. The Outreach Coordinator, Parent Liaison and other staff personnel participate in outreach activities that increase awareness of our programs and build strong relationships with ICS. The staff conducts phone follow-ups and ongoing communication with ICS families as well as prospective families. When parents are knowledgeable and informed by ICS about academic and behavioral expectations, they are able to help their children and also help build our ICS community. This adds to our team and builds a strong supportive network for all students. Building a strong community of learners, teachers, students and parents will help to move students to achieve the goal of enlightenment.

Parents and community members are encouraged to participate and lead fund raising activities, attend special events and field trips, become chaperones, participate in surveys and self-evaluation tools, become school tutors or campus monitors, lead after school enrichment activities, and give input on all policy development. We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Regular parent communication and school updates take place via: Iftin Newsletters, regular phone or text message announcements, updates to the website, and use of the parent meetings and parent education sessions. Back to school night, Open House, Meet and Greets, and the Annual fairs represent a few of the additional opportunities for parent participation, collaboration with the staff and site visits.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate								8.9	7.8
Graduation Rate								84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0
Female	0	0	0
Male	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	440	440	13	2.9
Female	214	214	6	2.8
Male	226	226	7	3.1
American Indian or Alaska Native	0	0	0	0
Asian	7	7	3	42.8
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1	1.71	2.45
<b>Expulsions</b>	0	0	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0	0	0.14		0.20	3.17
<b>Expulsions</b>	0	0	0		0	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2022-23 School Safety Plan

Campus safety is one of Iftin Charter School's top priorities. The administration, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The comprehensive set of health and safety policies are available at the Charter School. To ensure safety and security, Iftin has a state-mandated individual emergency response plan that is updated annually in February of Each Year. School staff members participate in monthly emergency-preparedness drills and response training. Policies and procedures, such as our Site Safety Plan and Illness and Injury Prevention Policy, are in place to address safety concerns for both students and staff and include procedures for safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Other plans, policies, and procedures are in place to ensure students' safety as well as to prepare for emergency situations. Monthly scheduled fire, earthquake, lockdowns, disaster and situation drills are conducted. A health technician provides assistance to the school to ensure compliance with all health requirements, and key staff members are trained in CPR and first aid. Our staff monitor the gate on El Cajon Boulevard each morning and afternoon to welcome students and parents and to ensure the safe arrival and departure of students. All visitors coming into the school must enter through the school office to sign in and get a visitor's permit, which is to be worn while on campus. Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal, school staff members implement specific school-building security procedures.

Iftin has developed and implements :

- Emergency action and fire prevention plans.
- Proper housekeeping, such as keeping aisles clear, work areas neat and orderly, and promptly cleaning up spills.
- Rules conducive to student safety which prohibit horseplay, scuffling, or other acts that tends to adversely influence safety.
- Proper storage to prevent stacking goods in an unstable manner and storing goods against doors, exits, fire extinguishing equipment and electrical panels.
- Proper reporting of hazards and accidents to supervisors.
- Safe Ingress and Egress Policies for Pupils, Parents, and Employees Arrival & Dismissal-Main Campus
- Procedure Leading to a Safe and Orderly Environment
- Access Procedures for Visitors
- Suspension/Expulsion Policy, School Discipline Policies

The following is a summary of the health and safety policies:

**Background Checks:** Employees and contractors of Iftin will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The CEO, Principal or designee of Iftin shall monitor compliance with this policy and report to the Iftin Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the CEO and Principal. Volunteers who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**Role of Staff as Mandated Child Abuse Reporters:** As mandated reporters, all staff receive annual training and will follow all applicable reporting requirements as outlined in California Penal Code 11165.7

Harassment/discrimination/bullying training for all staff and students.

**TB Risk Assessment or Testing:** Faculty, and staff will be required to take a TB RISK assessment or be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. Additionally, all staff and volunteers will complete the required Risk Assessment or TB testing follow up every two/four years.

**Immunizations:** All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Iftin will abide by all regulations regarding immunizations as outlined in SB277.

**Medication in School**

Iftin will adhere to Education Code Section 49423 regarding administration of medication in school. The School medication policy is included in the parent student handbook.

## 2022-23 School Safety Plan

The school functions as a drug-free, alcohol-free, and tobacco-free workplace.

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	0
1	22	1	1	0
2	24	1	1	0
3	22	1	1	0
4	25	0	2	0
5	24	0	2	0
6	26	0	2	0

#### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	0	0
1	21	1	1	0
2	22	1	1	0
3	19	2	0	0
4	24	0	2	0
5	22	1	1	0
6	24	0	2	0

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	3	0
1	23	0	2	0
2	20	2	0	0
3	22	0	2	0
4	24	0	2	0
5	25	0	2	0
6	22	1	1	0

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	11	2	0
Mathematics	21	10	3	0
Science	22	12	1	0
Social Science	21	10	3	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	10	3	0
Mathematics	21	9	4	0
Science	22	11	2	0
Social Science	20	11	2	0

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	10	4	0
Mathematics	21	9	5	0
Science	20	11	3	0
Social Science	22	10	4	0

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1.0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	0
Other	0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,372.00	\$3,061.04	\$9,150.07	\$56,056.12
<b>District</b>	N/A	N/A		
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A		\$87,271
<b>Percent Difference - School Site and State</b>	N/A	N/A		-43.6

## 2021-22 Types of Services Funded

This school receives an instructional budget based on enrollment, programs, and formulas set by Education policy, state law, and guidelines of outside funding sources. The school's general fund includes monies for: General operations (salaries, benefits, services, materials, site safety and social/emotional safety, school culture, staff development, and other activities and expenditures to provide support to general education), Special Education (programs offering appropriate, individualized instruction to students with special needs), Special projects (monies from federal or state agencies earmarked for specific programs/projects or services).

In addition, funds were set aside to support Student/Parent Engagement, professional development and site safety including PBIS and Restorative practices. Students at Iftin school have the opportunity to attend academic support classes up to 4 days a week through the tutorial or after school programs. Students have access to field trips and may request additional tutoring for subjects they find difficult. Iftin is a part of the El Dorado SELPA and receives special education support as outlined in student's IEP. Services include one full time Resource Specialist, and a Speech Therapist and psychologist. As needs arise, additional service providers such as a school nurse and Occupational Therapist are contracted through approved vendors. In addition Iftin provides counseling services, 1-1 student assistance, and academic intervention and/or behavior intervention as needed through specially trained employees.

The school offers specific programs and services to support, enrich and/or assist the students and/or student groups:

- Newcomer
- English Learner
- After School Tutoring for students
- Literacy Footprints and additional small group or one-on-one instruction
- Special Education or 504 programs offering appropriate, individualized instruction to students with special needs
- Accelerated math
- Special clubs and enrichment activities
- Classroom Instructional assistants
- 1-1 Aides
- Behavior specialist
-

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	N/A
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	N/A
English	N/A
Fine and Performing Arts	N/A
Foreign Language	N/A
Mathematics	N/A
Science	N/A
Social Science	N/A
Total AP Courses Offered Where there are student course enrollments of at least one student.	N/A



## Professional Development

The Iftin School Board has set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. The school works with other schools and organizations, including SDCOE, and NCUST, to provide teachers and administrators with ongoing professional development including: improving teaching and learning related to the Common Core State Standards, differentiated instruction, English Learners, educational technology, advanced studies, project-based instruction, MTSS, PBIS, learning styles, specific program implementation and leadership development. Sessions offered bi-monthly throughout the year, with two full days of professional development at the beginning of the year. All professional development is aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our students with disabilities, EL's and other struggling learners.

In addition to professional development, this school identifies a schoolwide focus each year for professional development and also determines areas of individual need. Teachers attend workshops and conferences to support the school goals and grade level needs. Throughout the year, teachers participate in school-based professional learning communities (PLCs) on a weekly/monthly basis to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. The administration also provides the ongoing training needed for teacher leaders and teacher coaches. Iftin provides a rigorous instructional program for students through the collaborative efforts of the entire school community. There is a support for an atmosphere of active engagement to ensure students grasp knowledge and skills across a standards-based curriculum. The importance, necessity, and joy of learning is consistently communicated to students by a caring, devoted, invested, and hard working staff through clearly articulated expectations, modeling, and acknowledgement of self-improvement.

Iftin is committed to purposeful and strategic instruction driven by frequent data analysis. Grade-level teams collaborate to meet the needs of our students using research-based "best instructional practices." Technology is integrated into the curriculum to facilitate lifelong learning, inquiry, research, critical thought, and collaboration. For the past year the focus has been implementation of Data Driven Instruction. The primary area of focus for professional development has been common core instruction and use of resources. In additional staff has focused on strategies for increasing math and language arts and making better use of instructional resources. they have adopted the MAPS Assessment program, which provides staff and parents with data supporting student achievement and needs in ELA and Math. They have also adopted several web-based programs, to support learners in all content areas and all grade levels.

Teachers utilize the 5 days prior to the start of school to review student data, participate in publisher or designated workshops, review school policies and procedures, and work in PLC groups. They receive support from the school administration in regards to school academic, structure and discipline as well as support from professional presenters in the areas of Common Core, Differentiated Instruction, Student Engagement, Technology Integration, Special Education and ELD. Teachers also participate in 5 full-day professional development days within each school year. The primary area of staff development over the past years has been a focus on the implementation of the Common Core State Standards and Differentiated Instruction. This focus was selected given the dramatic overhaul of state standards and assessment methodologies.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	32	34	31