Iftin Charter School

5465 El Cajon Blvd. San Diego CA 92115 (619)265-2411
SSC/ELAC Meeting
Agenda
Tuesday, May 2, 2023, at 9:00 a.m.
Room 9B

"Providing a strong educational foundation to all students who are in need of direction and support in learning English and finding their way in a new culture."

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

PUBLIC HEARING Only for items on this Regular Agenda This is the appropriate point in the meeting for any audience members to speak on matters only on this agenda. If they wish to address the Iftin- SSC, they are requested, before the meeting, to submit to the Secretary of the SSC their names and the subject on which they wish to speak. Time is limited to three minutes for each individual. Individuals wishing to comment on items on the present agenda may do so during this portion of the meeting. Complaints about specific personnel are not appropriate for public sessions. Please submit any complaints to the Board Secretary in writing.

WELCOME GUESTS / CALL TO ORDER 9:00 A.M

A. Introduction and Welcome
B. Standards for Local Performance Indicator, Quick Guide.
C. Summer School
D. Upcoming CAASPP Test
E. Graduation.
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ADJOURN

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Office of Iftin Charter School at (619)265-2411. Notification of 48 hours prior to the School to make reasonable arrangements to ensure accessibility to that meeting (28 CFR 35.102.35.104

2022-23 CAASPP Test Schedule

Smarter Balanced Test Schedule

May 23-26

Time	Tuesday			Wednesday			Thursday			Friday		
9:00AM-11:00am	3rd Math CAT	4th Math CAT	5th Math CAT	6th Math CAT	7th Math CAT	8th Math CAT	3rd Math PT	4th Math PT	5th Math PT	6th Math PT	7th Math PT	8th Math PT

May 29-June 1st

Time	Tuesday			Wednesday			Thursday			Friday		
9:00AM-11:00am	3rd ELA CAT	4th ELA CAT	5th ELA CAT	6th ELA CAT	7th ELA CAT	8th ELA CAT	3rd ELA PT	4th ELA PT	5th ELA PT	6th ELA PT	7th ELA PT	8th ELA PT

CAST Science Test/Make-up

June 5-9

Time	Monday	Tuesday	Wednesday		Thursday	Friday
9:00AM-11:00am	Make-up Day	Make-up Day	5th Allison (CAST) (Make-up Day) 8th Udall (CAST) (Make-up Day)	5th Aden (CAST) (Make-up Day) 8th Bayisa (CAST) (Make-up Day)	Make-up Day	Make-up Day

California Department of Education
December 2021

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.

- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA

- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)

- Mathematics – Common Core State Standards for Mathematics

- Next Generation Science Standards

- History-Social Science

- Career Technical Education

- Health Education Content Standards

- Physical Education Model Content Standards

- Visual and Performing Arts

- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Next Generation Science Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
History-Social Science	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Next Generation Science Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
History-Social Science	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the**

recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Next Generation Science Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
History-Social Science	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Health Education Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Physical Education Model Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Visual and Performing Arts	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
World Language	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Identifying the professional learning needs of individual teachers	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
Providing support for teachers on the standards they have not yet mastered	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

As a classroom-based Tk-8th grade charter school, primarily serving at-risk students in the San Diego County. Iftin offers a comprehensive program for each student that meets the student's needs and guides them through and to expected achievement levels in each of the core curricular areas. Iftin is in process of evaluating and adopting new core materials in social science to fully implement all state standards as they have been introduced, ICS continues to support teachers with the professional development that allows them to utilize new and existing print and digital curriculum to meet the needs of the students. Due to the wide variety of entering student levels, many of whom also have limited or no English language skills, the school offers ELD development and cultural opportunities during the school day and in an extended day program. Diagnostic and leveled programs are used to gage student progress and make program adjustments.

The goals of the 2022 LCAP address the student gaps in learning via data analysis, adoption of new programs to support English learners, individual teacher professional development needs, parent/student needs and school wide professional development to support the structure of the program. There is a lot of work to do surrounding NGSS and History standards to best implement them in our program, along with their alignment to end of the year CAASPP assessments.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Iftin has created a positive and supportive relationship with its stakeholders since its inception in 2006. Administration and staff have worked hard to build the necessary trusting relationships which allow for good communication. Much focus has been put on welcoming the immigrant families and creating a stable environment for students and families to live and grow. Over the past few years, the demographics have changed and now includes Hispanic families and students from a variety of other cultures. Iftin now boasts two liaisons to ensure

that family and student needs are communicated appropriately. Classroom teachers make great efforts to learn about their students and connect with the families, although more work in this area is desired, particularly as it relates to student goals. Iftin makes great efforts to seek input from multiple stakeholder groups, including parents and students. Parent involvement in school programs is important to the fluid operation of the school, but to participate in the local governing board and advisory committees is key for providing critical feedback to the school. With the significant amount of change the school has undergone over the past two years, parents have given key information on the impact of students, families and community through scheduled board and parent meetings and special parent nights and activities.

Iftin has identified an Outreach coordinator and Parent Liaison to encourage parent attendance and participation at critical and informational meetings.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of eduational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

This is an area of strength for Iftin. Using the Outreach coordinator and Parent Liaison, parents are encouraged to participate in all meetings and conferences. Parent conferences are held 4 times a year, and additional times are scheduled as needed for individual students. Bi-weekly report cards are sent home to keep parents up-to-date with student achievement and progress. The PowerSchool parent portal is used to send home special invites and messages from the classrooms and from the school, along with Class DOJO for student citizenship. Parent education events are scheduled on a regular basis on topics selected by the parents and the staff. In the 2021-22 school year, 6 workshops for parents were scheduled addressing such areas as around common core, homework help, use of technology, home/school communication, use of digital programs to support student learning, school procedures, school safety and LCAP goals, which were well attended and provided positive feedback for connection to the school.

A focal point for the 2022 LCAP continues be enhancing efforts to increase parent engagement and participation. Training will be offered to staff to support this goal, and input will be taken from parents as to their areas of interest.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

See previous response

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

See previous response

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

This is a strength for the school, parents/guardians have, and will continue to have opportunities to attend Committees that are linked to both student learning and student development, along with school culture. Currently there is an active SSC committee and an ELAC Committee, both of which are comprised of 50% parent members and 50% staff. These committees will be used to review new or changed plans, policies and procedures before adoption by the Board. Included in this list is Budget development and LCAP. Along with

parent and staff surveys, student surveys will be used this year as an additional way to get input on major decisions and issues facing the school and Board.

The Board wishes to increase parent and community attendance at board meetings in order to form a connection between families and board members and providing firsthand information to those who need or desire translation services are provided on a regular basis, and notices are sent home in all the primary language groups. Iftin will use the identified Outreach coordinator and Parent Liaison to further encourage parent attendance and participation at all critical and informational and Board meetings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

See the above response

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

See the above response

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Iftin Charter School has administered student surveys and informal conversations with student leadership and parents have questions on their survey relating to school climate. 2023-24 year a student survey, *The California Healthy Kids Survey* will be given in grades 4-8 to help better understand the climate of the school and will result in areas that will be targeted for response. In addition, the staff survey will be enhanced to generate data on school safety, school connectedness and student/staff /family relationships. This data will be used as baseline information so that growth can be measured moving forward through the LCAP. Some key take-aways from both formal and informal conversations with staff, students and parents, that are in alignment with LCAP goals and data reporting, are as follows:

1)Professional development/parent education continues to be an area of need;
2) More focus in the area of parent outreach and support for all student populations;
3) baseline data from the California Healthy Kids Survey or a similar survey will be established next year, the students report that student feelings of connectedness is high, in part due to the nature of the school program, however they would like to have more of a voice in the selecting/development of activities and enrichment classes, so more strategies and emphasis will be put into developing program components to help students feel more connected to the school and their peers, and have a voice in the activities and events.

Final key ideas coming out of the discussions showed a need for full implementation of no tolerance policies for bullying and harassment at all grade levels, and an increase in support services to ensure safety and appropriate levels of support for students and staff. New surveys will be given to students prior to October 30, 2023 and parent and community surveys will come out around March of 2024 with additional strategies implemented to increase parent participation.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Iftin School is currently organized in self-contained classes from grades Tk- 5th, with 6th through 8th graders organized by a homeroom teacher and departmentalized classes. All students participate in a comprehensive program aligned to the standards for core curriculum at each grade level. In addition, all students receive explicit PE instruction from a specialist, participate in computer lab instruction, and students in grades 2nd-8th receive Somali language development. This year, local artists worked with primary students in visual arts, and middle school students participated in a STEM program. Students achieving below grade level have access to intervention programs after school. ELD specialists push into the school to provide instruction for students in grades 2-8 integrate those skills into the literacy development. DnA and MAPS are used as assessment tools to measure progress and determine next steps. All students have access to adopted digital programs which include but are not limited to IXL for all subjects, Active Classroom, Reach for Reading, and Typing. The school is committed to fully disaggregate the data and provide timely interventions and enrichment opportunities for all students.

Students are assessed early in the year using MAP software and are placed in appropriate instructional units with differentiated lessons at all levels to adequately support students along with project-based instruction. The 2022-2023 LCAP will include goals to remedy this and provide more home access for web-based and digital programs to ensure a 21st Century education.

There is also a need to focus on literacy and study skills along with intervention using student data generated from benchmarks. More professional development will be offered in this area. There is a need to provide access to instruction in the arts, and the sciences, but adequate lab space is a dilemma. The middle school curriculum is currently lacking in exposure to CTE courses, and is examining ways to expand this area and better serve all students.

Iftin's Summer Institute (2023)

"Join the BIG Carnival Celebration"

Dates: June 26 - July 27 (5 weeks): 18-days total   Monday through Thursday

Time: 9:30 - 1:30

**June 29: No School (Eid Al Adha)

**July 4th No School (Independence Day)

July 27 - **Carnival 2pm-8pm

Anticipated # of students: 170   **Grades:** Upcoming 1st - 8th graders

Teachers: 14

Staff: 7

Admin: 3

**PE Coaches

Programs:

Literacy Lab: 1.5 hours total (Reading and Writing) Language and word study • Storyboard • Readers Theatre **Math Lab:** 1-hour total • Grade-level Standard/ Eureka Math **Lunches Schedule: (30-Min)** 11:00am-11:30am First Lunch 11:30am-12:00am Second Lunch	● Reach & Fountas/Pinnell ● Guided Literacy footprints ● Text selected by teacher input from students ● Core phonics • **Eureka Math Curriculum** • **IXL**
Healthy Connections Lab (1-hour)	● Physical Activity ● Sports ● Exercise

First/Last Days of Summer School - Assess Students
Pre/Post

Literacy Lab:

Language and word study

- Storyboard
- Readers Theatre

Healthy Connections Lab
- Students will learn and play games
- Soccer and basketball tournaments