School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

The total revenue projected for Iftin Charter School is $3,817,532, of which $3,311,212 is Local Control Funding Formula (LCFF), $72,406 is other state funds, $171,324 is local funds, and $262,590 is federal funds. Of the $3,311,212 in LCFF Funds, $601,480 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Iftin Charter School plans to spend $3,975,279 for the 2019-20 school year. Of that amount, $2,705,910 is tied to actions/services in the LCAP and $1,269,369 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operational expenditures for utilities, facilities leases, and contracts are not included.

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, Iftin Charter School is projecting it will receive $601,480 based on the enrollment of foster youth, English learner, and low-income students. Iftin Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Iftin Charter School plans to spend $601,480 on actions to meet this requirement.
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

This chart compares what Iftin Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Iftin Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Iftin Charter School's LCAP budgeted $601,480 for planned actions to increase or improve services for high needs students. Iftin Charter School estimates that it will actually spend $601,480 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: Iftin Charter School
Contact Name and Title: Ali Hori, Principal
Email and Phone: hori@iftincharter.net (619) 265-2411

2017-20 Plan Summary

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

Iftin Charter School (ICS) was established in Fall 2006, by a group of passionate, predominantly Somali parents who wanted an alternative method for building on students' cultural heritage experiences, receive academic excellence through rigorous and differentiated instruction. In an effort to embody their vision of hope and support for their children, the school was named "Iftin" which means enlightenment in Somali. Iftin Charter School currently serves 347 of San Diego's most vulnerable students in grades TK-8, with demographics that include: 6% Students with Disabilities, 76% English Language Learners, 0.7% Foster Youth, 0.5% Homeless Youth, and 100% who qualify for free/reduced lunch.

MISSION
To provide students with an academically rigorous standards-aligned curricula supplemented with access to technology, in a student-centered safe and caring learning environment, ICS addresses the needs of a diverse group of students, their families and their communities by building on the strengths of the students' cultural heritage and life experiences. ICS students are educated and enlightened to become successful, lifelong learners and valuable members of the global community.
Iftin Charter School has recently undergone leadership changes that resulted in staffing changes and the development of an LCAP that research-based findings from student-generated data. This multi-year plan prioritizes the 8 State Priorities, uses the CA Dashboard findings, and the CDE required metrics where we have developed annual growth targets. The new LCAP goals are:

- **GOAL #1: Pupil Outcomes** - Iftin will develop an infrastructure for the collection and analysis of multiple forms of data at the student, classroom, and school-wide level. These data will be used to: monitor student progress and identify student need; make informed instructional decisions; guide professional learning; and inform program development and monitor the effectiveness of program implementation (State Priorities 1, 2, 4, 8).

- **GOAL #2: Engagement** - Iftin will engage parents and the community in a collaborative model of well-conceived communications and parent training. Therefore, ensuring all Iftin students are college ready. Iftin will foster a learning-centered culture dedicated to academic rigor, cultural literacy, and compassion built on the core values of Integrity, Focus, Tolerance, Independence, and Nurturing providing all students with a safe learning environment through the integration of pro social-emotional, project-based instructional modules and school-wide positive behavior (State Priorities: 1, 2, 3, 5, 6).

- **GOAL #3: Conditions of Learning** - Iftin will maintain a safe, healthy learning environment by providing sufficient staffing supports, ensuring access for each student to common core standards-aligned curriculum, continuous monitoring of instructional practice taught by highly trained certificated teachers (State Priorities: 1, 2, 7, 8).
Review of Performance

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

Greatest Progress

Iftin Charter School has successfully implemented a 1:1 student to instructional technology ratio. ICS adopted National Geographic Reach for Reading, supplemental reading supports with a specialist incorporating DRA assessments methods and materials. A focused emphasis on academic language, vocabulary and accessing more informational text drove Iftin’s English Language Arts.

ICS strives to bolster the intellectual capacity of all students with a solid foundation in reading and writing along with extending cognitive development through mathematics. The scientific method is emphasized during science instruction and applied to real-life problems. Our classrooms actively provide student with opportunity for oratory, creative writing for publications and biographical dissertation.

Iftin Charter School observed meaningful growth in selected areas of instruction as well as emerging growth in other areas.

- Basic
- Implementation of Academic Standards
- Parent Engagement: Improvement in parental engagement
- Local Climate Survey

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

Greatest Needs

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

Suspension Indicator: New leadership is committed to improving school climate through the systematic implementation of School-Wide Positive Behavior Intervention and Support (SWPBIS) addressing the academic and social-emotional adjustment and life skills for all students. Our entire staff will receive training on SWPBIS, an evidence-based, data-driven framework proven to reducing undesired behavior. Increase school’s climate sense of safety, and support improved academic outcomes. The premise of SWPBIS is continual teaching, modeling, and errorless teaching of positive student behavior, reducing undesired behavior and unnecessary discipline. Incorporating application of applied behavior analysis with reciprocal communication strategies; targeted interventions, a climate of greater productivity, safety, and learning. PBIS is a multi-tiered approach to prevention, tracking disciplinary data and principles of applied behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all
students. Administration will monitor program effectiveness using discipline data and student, staff input, and parent input to measure student connectedness and school climate communicated through school site council.

English Learner Progress Indicator: In collaboration with teaching staff, leadership will review the school’s English Learner Plan and revise as necessary to ensure that English learners receive appropriate access to core curricula through integrated ELD, as well as support in developing proficiency in English through designated ELD instructional time built into the master schedule. The ELD Program will be reviewed and revised as needed. All programs will be monitored through the regular data collection. Professional Learning Communities will be used to monitor student growth and needs; develop teacher capacity to respond in a timely way to student responses to instruction; and engage in a continuous cycle of improvement.

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

Performance Gaps

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

| n/a |

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

| n/a |

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

| n/a |
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
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<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>-18.1 DFL3</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>-38.1 DFL3</td>
<td></td>
</tr>
<tr>
<td>Declined ELA by 7 points. DF3 54.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td>Below threshold for distance from standard met.</td>
</tr>
<tr>
<td>Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-8:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>-30.1 DFL3</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
<td>Actual</td>
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<tr>
<td><strong>-50.1 DFL3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Increase attendance rates:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>&gt;96%</td>
<td>96% Attendance rate.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Decrease Chronic Absenteeism rates.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>&lt;2%</td>
<td>Increased 1%. Cultural norms require outside travel for extended time.</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>1.2%</td>
<td>Leadership school meetings with parents, and awareness campaign were implemented to reduce rate of absenteeism. Summer school parent training on range of critical topics including English language arts for academic support, Behavior management and focusing on homework completion, study skills and life skills.</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Middle School Dropout Rate:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>&lt;1%</td>
<td>Middle School Dropout Rate: Met 2018-19: 0%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>0%</td>
<td>2018-19: 100% of students access to broad course of study: PE, Technology, Somali</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>% of students access to broad course of study: PE, Technology, Somali</strong></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>100%</td>
<td>Facility Inspection (FIT) Report: 2018-19: Good</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100%</td>
<td>Decrease % of Grade 5 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition</td>
</tr>
</tbody>
</table>
### Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFESSIONAL LEARNING - Assessment and Data</strong></td>
<td><strong>PROFESSIONAL LEARNING - Assessment and Data</strong></td>
<td>Cost of NWEA MAP Professional Learning 4000-4999: Books And Supplies LCFF Supplemental &amp; Concentration $25,739</td>
<td>Cost of NWEA MAP Professional Learning 5000-5999: Services And Other Operating Expenditures LCFF Supplemental &amp; Concentration $4,537.50</td>
</tr>
</tbody>
</table>
| All students, including those with disabilities and English learners, will demonstrate improved performance on state assessments as measured by State Indicators reported on the California Dashboard as follows:  
  - ELA Indicator: All students will increase by at least 10%; English learners will increase by at least 10% | Some have met, some have exceeded and others continue to strive toward our objectives. Our students are accessing piloted LAP program, the infusion of afterschool programming, intense summer tutorial, early morning voluntary tutoring by teachers, 4 way communication with parents, newly infused clubs promoting learning, language and literacy. | Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data. 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration $14,250 | 20% Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data. 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration $16,000 |
• Mathematics Indicator: All students will increase by at least 10%; English learners will increase by at least 10%
• English Learner Progress Indicator will increase at least 10%

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

Academic staff received training and support to interpret data derived reliable and valid results from the NWEA MAP data and individually administered assessments such as DOLCH, FRY, KEY Math, and PIAT tied to student learning.

cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration $3,562

20% Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data. 3000-3999: Employee Benefits LCFF Supplemental & Concentration $4,000

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL LEARNING COMMUNITIES</td>
<td>Growth observed in benchmark from pre/post assessments: Fall and Spring 2019 Comparison.</td>
<td>Cost associated with Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Supplemental &amp; Concentration 0</td>
<td>Cost associated with Goal 1, Action 1</td>
</tr>
<tr>
<td>All students, including those with disabilities and English learners, will demonstrate growth on NWEA MAP and other site measures as a result of increased teacher collaboration through Professional Learning Communities (PLCs). PLCs at each grade level and in vertical teams will meet regularly to analyze student responses to instruction and intervention. The Curriculum and Instruction Committee with representation across all grade spans and</td>
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<tr>
<td>Grade 0 Mathematics: 37.4pt growth</td>
<td></td>
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<tr>
<td>Grade 1 Mathematics: 21.7pt growth</td>
<td></td>
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<tr>
<td>Grade 2 Mathematics: 6.3pt growth</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grade 3 Mathematics: 9.3pt growth</td>
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<tr>
<td>Grade 4 Mathematics: 14.1pt growth</td>
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<tr>
<td>Grade 5 Mathematics: 5.7pt growth</td>
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</tr>
<tr>
<td>Grade 6 Mathematics: 14.9pt growth</td>
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</tbody>
</table>
programs will continue to provide regular input on Professional Learning topics. Responsibilities will include developing the necessary work groups to successfully make curriculum recommendations and professional learning activities that support ICS in meeting its objectives for student learning; monitor the functions of the work groups; develop a plan for professional learning based on the needs of students and staff.

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Grade 7 Mathematics: 6.0pt growth</th>
<th>Grade 8 Mathematics: 8.2pt growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 0 Reading: 26.5pt growth</td>
<td>Grade 1 Reading: 16.3pt growth</td>
</tr>
<tr>
<td></td>
<td>Grade 2 Reading: 1.7pt growth</td>
<td>Grade 3 Reading: 4.8pt growth</td>
</tr>
<tr>
<td></td>
<td>Grade 4 Reading: 9.8pt growth</td>
<td>Grade 5 Reading: 3.1pt growth</td>
</tr>
<tr>
<td></td>
<td>Grade 6 Reading: 2.2pt growth</td>
<td>Grade 7 Reading: 10.6pt growth</td>
</tr>
<tr>
<td></td>
<td>Grade 8 Reading: 7.2pt growth</td>
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</tbody>
</table>

Action 4

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<th>Planned Actions/Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL LEARNING - Instruction</td>
<td>Student engagement and academic achievement increased as a result of improved instructional practices including consistent use of GLAD strategies with challenged students; small group instruction with trained</td>
<td>1000-1999: Certificated Personnel Salaries Supplemental and Concentration $17,865</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Supplemental &amp; Concentration $19,590</td>
</tr>
</tbody>
</table>

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

4000-4999: Books And Supplies LCFF Supplemental & Concentration $82,669

See below
small group instruction, and the effective integration of technology tools. The Curriculum and Instruction Committee will review instructional frameworks and lead efforts for continuous improvement by selecting and recommending a framework.

The Curriculum and Instruction Committee reviewed with administration and university educational consultant to support instructional frameworks and lead efforts for continuous improvement by selecting and recommending instructional curriculum and practice.

<table>
<thead>
<tr>
<th>Action 5</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
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</table>

| Reading specialist @100% 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration $57000 |
| Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers. 2000-2999: Classified Personnel Salaries LCFF Supplemental & Concentration $71,400 |
| cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration $14,250 |
| Provide Enrichment Courses: Somali, Costs include 2 enrichment teachers. 2000-2999: Classified Personnel Salaries LCFF Supplemental & Concentration $53,280 |
| cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration $17,850 |
| cost of P.E. Staff(BeUtmost) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration $50,000 |

Cost of benefits -Somali,Costs include 2 enrichment teachers. 3000-3999: Employee Benefits LCFF Supplemental & Concentration $15,051

Position was not hired 0.00

Technology materials(hardware/software)
4000-4999: Books And Supplies LCFF Supplemental & Concentration $32,482

Planning Budget:

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Employee Benefits

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Technology Materials

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Staffing

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| Reading specialist @100% 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration $57000 |
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| cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration $17,850 |
| cost of P.E. Staff(BeUtmost) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration $50,000 |

Cost of benefits -Somali,Costs include 2 enrichment teachers. 3000-3999: Employee Benefits LCFF Supplemental & Concentration $15,051

Position was not hired 0.00

Technology materials(hardware/software)
4000-4999: Books And Supplies LCFF Supplemental & Concentration $32,482

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</table>
Teachers will have continued training and support to implement and integrate the following curricula year 2:
- Reach Reading/Language Arts
- Eureka Mathematics
- Active Classroom History/Social Studies

**Weekly Professional Development and Professional learning committee trainings and continued support in Curricula.**
- National Geographic/Reach for Reading and ELD
- Eureka Mathematics
- Active Classroom Social Science
- Scientific Learning/Reading and Language
- Rosetta Stone ELD program
- Edgenuity/supplemental interactive learning
- CAASPP Digital Library
- School-wide positive behavioral intervention

**Action 6**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL LEARNING - Curricula</td>
<td>0</td>
<td>4000-4999: Books And Supplies LCFF Supplemental &amp; Concentration $48,895</td>
<td>4000-4999: Books And Supplies LCFF $25,076</td>
</tr>
<tr>
<td>Teachers will have continued training and support to implement and integrate the following curricula year 2:</td>
<td>2. Costs for facility upgrades and/or expansion, and maintenance/repairs. 5000-5999: Services And Other Operating Expenditures LCFF Base $1,633</td>
<td>5800: Professional/Consulting Services And Operating Expenditures LCFF $15,465</td>
<td>5800: Professional/Consulting Services And Operating Expenditures LCFF $9,147</td>
</tr>
<tr>
<td>- Reach Reading/Language Arts</td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Eureka Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Active Classroom History/Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
</table>
| **ACADEMIC INTERVENTIONS** | Monthly vertical team meetings were implemented to review data and monitor program effectiveness based on instruction and intervention. | 1000-1999: Certificated Personnel Salaries LCFF Base $175,293  
Cost of benefits 3000-3999: Employee Benefits LCFF Base $43,823 |
| Three teachers will be assigned to implement the following Intervention Programs in year 2:  
  - NewComer: Push-in and Pull-out grades 3-8; 2 years or less in US schools  
  - Reading: Push-in Guided Reading K-5 as needed for teacher support; Pull-out Reading Intervention grades 4-8  
  - Mathematics: Push-in and Pull-out grades 3-6 | Afterschool intervention program was implemented 2018-19 to target students not meeting standards. Benchmark and CAASPP interim assessment tools were used to identify students and area of growth.  
9 teachers were assigned to implement the afterschool intervention program.  
  - ELD/newcomer: Push-in and Pull-out grades 3-8; 2 years or less in US schools  
  - LAP Learning Advancement program  
Cost of benefits 3000-3999: Employee Benefits LCFF $50,535 |

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

### Action 8

| Action 8 |  | Base |  |  |
|----------|  |  |  |  |
Analysis

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

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

9 teachers were assigned to implement the afterschool Reading and Mathematics Intervention Program:
- NewComer: Push-in and Pull-out grades 3-8; 2 years or less in US schools
- Learning Advancement Program: Scientific Learning Push-in Guided Reading K-5 as needed for teacher support; Pull-out Reading and Language Intervention
- Mathematics: Push-in and Pull-out grades 3-8

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

An assessment plan has been implemented to provide teachers with real time student status and growth information as well as to link students to strategic content in all core areas.

The After-school intervention program delivered growth in areas of Reading and Math according to the benchmark assessments. Our LAP/Learning Advancement program enhanced student outcomes in reading and language. Closing the achievement gap in ELL students. Push-in and Pull-out interventions were consistently implemented during the school day.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes made to goal during the 2018/2019 school year. Instructional support and interventions will be restructured for the areas of Math and Reading will be implemented in a variety of ways including after school tutoring, teacher and instructional aides providing small group instruction based on targeted skills identified through NWEA. ELD program will continue with added emphasis on Reading and Writing.
Annual Update

LCAP Year Reviewed: 2018-19

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

**Goal 2**

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

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

| Local Priorities: |

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students that will have access to standards-aligned instructional materials:</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>% of teachers that will implement state standards for all students including EL access to CCSS &amp; ELD.</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
### Metric/Indicator

**% of teachers who are appropriately credentialed and assigned.**

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Baseline**

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### Metric/Indicator

**Increase percentage of EL who advance at least 1 Proficiency Level as measured by CELDT.**

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Baseline**

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>37%</td>
<td></td>
</tr>
</tbody>
</table>

### Metric/Indicator

**Increase English Learner reclassification rate:**

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>14.4%</td>
<td></td>
</tr>
</tbody>
</table>

**Baseline**

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>37%</td>
<td></td>
</tr>
</tbody>
</table>

### Actions / Services

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARENTAL ENGAGEMENT IN DECISION-MAKING</strong></td>
<td>Iftin Charter School has developed parent involvement policy with input from parents in programs, activities and procedures for the involvement of parents. An annual meeting is held for parents to explain the goals and</td>
<td><strong>5000-5999: Services And Other Operating Expenditures LCFF Supplemental &amp; Concentration</strong> $1,258</td>
<td><strong>5000-5999: Services And Other Operating Expenditures Title I</strong> $1,872</td>
</tr>
</tbody>
</table>
at least one regular meeting monthly and special meetings as needed.

- Board members will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.
- School Site Council (SSC)
- SSC membership requires commitment to at least one regular meeting monthly.
- SSC will hold monthly meetings to review and discuss the school's progress toward achieving LCAP goals and make recommendations to Iftin’s Board of Trustees.
- SSC will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.
- English Language Advisory Committee (ELAC), a subcommittee of SSC, shall assist the school in the development of the school's needs assessment and shall be responsible for advising the: - Principal and staff on programs and services for English learners - SSC on the purpose of title programs and review of complaint procedures.

Parents are actively involved and engaged in several key committees and meetings:
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Local control funding formula (LCFF)
- Local Control and Accountability Plan (LCAP)
- Other board elected ad hoc committees

Additionally, ICS offers flexible number of parent engagement meetings parent institute of quality education PIQE. The School Site Council/ELAC were held once a month in the mornings to inform parents, student achievement progress, funding status and allow evaluation of plan. The administration is available daily to answer questions or clarify information.
**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLIMATE</strong></td>
<td>School Wide Positive Behavior Interventions &amp; Supports (SWPBIS) is a multi-tiered problem-solving model designed to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. Iftin continued to implement School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Practice. All staff received training and ongoing support. The sub-committee of Curriculum and Instruction, SWPBIS, will be continue to guide implementation and monitor effectiveness by ongoing review of discipline data.</td>
<td>0</td>
<td>cost associated with Goal 1 Action 5</td>
</tr>
<tr>
<td></td>
<td>The school follows the student’s progress in managing behavior issues. The focus is teaching expectations and preventing problems.</td>
<td>2. The school’s CELDT Coordinator and Credentialed teachers will administer the CELDT and ELPAC. The principal, instructional leader, and teachers will work together to review, analyze, and closely monitor the academic progress of all ELs using multiple forms of data from assessments to ensure academic growth in ELA and Mathematics. 4000-4999: Books And Supplies LCFF Base $7,700</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement the following ELD Curriculum:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• INSIDE and REACH EL Program for designated ELD (Systematic approach to ELD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assess: REACH, INSIDE, and Systematic ELD Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4000-4999: Books And Supplies LCFF Supplemental &amp; Concentration $8,500</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 3**
### SAFETY

An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:
- annually review and revise the school safety plan
- provide regular input on school safety issues

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

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

#### Action 4

**Planned Actions/Services**

- Outreach and inclusion

**Actual Actions/Services**

- ICS ensures proactive discipline through School-Wide Positive Behavior Intervention and Support.
- ICS recognizes that there are behaviors that must be addressed with a firm response in order to maintain a safe campus.
- The ad hoc school safety committee updated the school safety plan. The committee provided regular input on school safety issues. School wide staff were trained the procedures for safety and discipline policy.

**Budgeted Expenditures**

- 4000-4999: Books And Supplies LCFF Supplemental & Concentration $3,516

**Estimated Actual Expenditures**

- Cost associated goal 1 Action 5

---

**PARENTAL PARTICIPATION - Outreach and inclusion**

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

**Actual Actions/Services**

- ICS ensures that all information related to school and parent programs, meetings and other activities to parent is translated in a language the parent can understand.
- ICS continued employment personnel bilingual in Somali-English and Spanish-English to ensure open lines of communication. Responsibilities included but are not limited to:

**Budgeted Expenditures**

- 4000-4999: Books And Supplies LCFF Supplemental & Concentration $11,464

**Estimated Actual Expenditures**

- 4000-4999: Books And Supplies LCFF Supplemental & Concentration $3750
- Outreach - scheduling, coordinating, and facilitating parent meetings
- Interpreting for IEP and SST meetings
- Translating school documents and correspondence

The Parent Liaison, bilingual in Somali-English, will serve on SSC.

Information is disseminated to parent in these methods:
- SchoolMessanger APP: English/Somali/Spanish
- Flyers - information is sent home
- Phone Dialers
- Meeting Agendas
- Face to face conversations

ICS provided parents education opportunities and resources for parents/guardians to support their children’s education at home and foster their role in preparing their children for college and career.

### Analysis

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

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

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

The Actions and services for goal two had been implemented with success. ICS parent liaison supports the two-way communication with families, serving as brokers for community services, focusing on families whose language are other than English.

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

ICS continues to increase parent involvement, especially the parents from different cultures. The Parent liaisons have established relationships with parents and offered more cultural related strategies to attract parents to participate in schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes were made to the goal.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Indicator</td>
<td>Parent involvement through input in decision-making via SSC, ELAC, and Governing Board.</td>
<td>2018-19: Met</td>
</tr>
<tr>
<td>18-19</td>
<td>Met</td>
<td>6 School Site Council meetings took place and 4 ELAC meetings.</td>
</tr>
<tr>
<td>Baseline</td>
<td>Met</td>
<td>All correspondence sent home was translated to Somali (home language)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Parent teacher conferences took place</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Parent monthly meetings took place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>2018-19: Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Indicator</td>
<td>ICS provides parents with timely information concerning ELAC and SSC meetings</td>
</tr>
<tr>
<td>18-19</td>
<td>Description and explanation of the curriculum in use</td>
</tr>
<tr>
<td>Baseline</td>
<td>Opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children</td>
</tr>
<tr>
<td>Met</td>
<td>Declined .04%.</td>
</tr>
</tbody>
</table>
### Actions / Services

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| SAFETY                   | ICS employed the following staff to ensure basic conditions of learning and school safety.  
- Administrators are appropriately credentialed  
- 100% of Classroom Teachers are appropriately credentialed and assigned  
- Education Specialist | 100% of Classroom Teachers are appropriately credentialed and assigned  
|                          |                         | Admin Team 1000-1999: Certificated Personnel Salaries LCFF Base $178,319 |
credentialed and assigned
- Education Specialist
- Intervention Teachers
- School Guidance Counselor
- Guidance Deans
- Instructional Aides
- Office, Clerical, and Administrative Staff
- Technology Coordinator
- Janitorial and Maintenance Staff
- Supervision and Security Staff

Intervention Teachers
- Deans of students
- Instructional Aides
- Office, Clerical, and Administrative Staff
- Technology Coordinator
- Janitorial and Maintenance Staff
- Supervision and Security Staff

Education Specialist 1000-1999:
Certificated Personnel Salaries
Special Education $57,960

Instructional Aides 2000-2999:
Classified Personnel Salaries
LCFF Supplemental & Concentration $159,840

Office, Clerical, and Administrative Staff
- Technology Coordinator
- Janitorial and Maintenance Staff
- Supervision and Security Staff

Salary: Tech coord, janitorial staff, supervision
2000-2999: Classified Personnel Salaries
LCFF Base $260,840

2000-2999: Classified Personnel Salaries LCFF Base $225,380

cost of benefits 3000-3999:
Employee Benefits LCFF Base $355,818

Cost of benefits 3000-3999:
Employee Benefits LCFF Base $341,046

Action 2

Planned Actions/Services
CURRICULA
All students, including English learners, youth in transition, and those with disabilities will have equitable access to Common Core State Standards-aligned curricula.
An ad-hoc sub committee of Curriculum and Instruction will review the following:
- Science: K-8
- Reading/Language Arts: 6-8

Actual Actions/Services
All students, including English learners, youth in transition, and those with disabilities received equitable access to Common Core State Standards-aligned curricula.
An ad-hoc sub committee of Curriculum and Instruction reviewed the following:
- Science: K-8
- Mathematics: TK-8

Budgeted Expenditures
4000-4999: Books And Supplies
LCFF Base $64,931

Estimated Actual Expenditures
4000-4999: Books And Supplies
LCFF Base $21,839
ICS implemented National Geographic Reach: ELA program for TK-8 in 2018-19.

Our academic staff met regularly to:

(a) Direct the overall implementation of reading instruction across the school and across content areas
(b) Data driven analysis on reading performance at the grade level and systems level
(c) Recommend adjustments to instruction that enable more students to reach better reading outcomes
(d) Assist grade-level and department-level teams solve challenging problems.

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTION</td>
<td>Professional development activities are based on the common core for ELA and Math.</td>
<td>$14,941</td>
<td>Goal 3 action 2</td>
</tr>
<tr>
<td></td>
<td>ICS focused on ways to sustain strong outcomes; supporting the ELD, small group instruction and guided reading. Our vertical teams gathered data to support the instructional practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational consultants from San Diego State University (NCUST)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- SDAIE: K-8
- designated ELD: K-8
- small group guided reading: K-5

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

team provided professional developments. Focus areas included formative assessments. First, analyzing school-level data to examine growth opportunities and to pinpoint possible causes of the overall performance. Second, after the possible causes have been identified and linked to actions to address them, then provide the steps to increase student achievement.

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>ICS participation rate for CAASPP, CAST, ELPAC and PFT assessments is 98%. ICS increased communication to parents and offered multiple exposures to learning. All teachers teaching the core program participate in a three day whole-group professional development training prior to the start of the school year and professional development topics are followed up with the vertical-level teams or staff meetings and classroom observations and feedback by our instructional leader.</td>
<td><strong>$52,634</strong></td>
<td>Goal 1 action 5</td>
</tr>
</tbody>
</table>
instruction and identify those students in need of academic intervention.

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

Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY AND FACILITIES</td>
<td>The safety and facilities committee is guided by what is best interest of students and school facilities. It ensures student safety and the condition of our school facilities. ICS promotes maintaining high standards for maintenance and operation efforts.</td>
<td>$34,040</td>
<td>Goal 3 Action 1</td>
</tr>
</tbody>
</table>

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

**Action 6**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| **SAFETY**              | The Safety and Facilities Committee reviewed and revised the Comprehensive Site Safety Plan and updated policies and procedures to address new legislature related to safety. The Committee ensures monthly safety drills and an annual emergency drill occur. The Committee designates personnel to conduct annual workshops for staff and students, as appropriate, on the following topics:
- Internet Safety/Cyberbullying  
- Suicide Prevention     | $17,899                      | Goal 3 Action 1            |

**Action 7**
### FACILITIES

The Safety and Facilities Committee will:
- Utilize a Facilities Checklist
  - Designate personnel to conduct daily, weekly, and monthly facility inspections
  - Ensure that deficiencies are brought to the attention of administration for correction

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

<table>
<thead>
<tr>
<th>Security and Safety Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security cameras provide coverage for key indoor areas at all elementary and middle schools.</td>
</tr>
<tr>
<td>ICS employed onsite security staff to monitor all areas of the campus to ensure school safety.</td>
</tr>
<tr>
<td>ICS requires that students and school employees wear standardized identification badges with a photograph.</td>
</tr>
<tr>
<td>ICS has visitor badge system in place.</td>
</tr>
<tr>
<td>ICS tests all fire alarm pull stations twice each year to ensure that they function properly.</td>
</tr>
<tr>
<td>ICS tests the building intrusion alarm system twice each year.</td>
</tr>
<tr>
<td>ICS uses SDUSD internet filtering system. These filtering systems prevent access to sites containing pornography, hate groups, and sites relating to weapon and bomb making materials. The filters are tested through use to make sure they work while not blocking sites needed by students for schoolwork.</td>
</tr>
<tr>
<td>ICS has developed a system to restrict access</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>$85,087</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 3 Action 1</td>
<td></td>
</tr>
</tbody>
</table>
to the building during the
day by keeping specified
doors locked when not in
use.
- ICS designated
  personnel to conduct
daily, weekly, and
monthly facility
inspections.

Analysis

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

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

Implementation of professional development were met. All teachers participated in Professional Learning to support the effective implementation of adopted curricula and best instructional practices to address the needs of all students including English learners, youth in transition, and those with disabilities. Assessment scores were analyzed and used to drive instruction and to form small groups with targeted skill focus. The actions and services outlined in in this goal was fully implemented (SWPBIS).

El Dorado SELPA (EDCOE) provided PBIS training and technical support to ICS for the implementation of Positive Behavior Intervention and Support (PBIS). Implementation teams from ICS engaged in their first year of training and completed a total of 2 professional development days over the course of the year.

Safety Committee met, created checklist designated personnel conducted daily, weekly, and monthly facility inspections. Deficiencies were brought to the attention of administration for correction. Monthly safety drills and an annual emergency drill occurred. A designated person Dean of students to conduct workshops for staff and students on the following topics: Internet Safety/Cyberbullying

The growth and progress of all students, including English learners, youth in transition, and those with disabilities will be monitored using site-based assessments. These local bench assessments were administered 3 times to monitor each student’s academic progress and identify individual strengths and needs. These assessment data was used to drive instruction.

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

Overall effectiveness of actions and services are met. All measurable effectiveness/data/ documentation that was available was used to articulate effectiveness of actions in this LCAP
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Establish a committee to explore best practices in designing a blended program that uses technology and teacher-led instruction as an alternative educational option.
Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

The School Principal consulted with all stakeholders in the LCAP annual review and analysis in the following list of meetings this school year:
- School Site Council (Parents): 3 times/year
- ELAC: 2 times/year
- Teachers: weekly during PLC and Professional Development
- Daily/weekly during morning meetings and assemblies
- Parents: parent meetings, schoolwide events and surveys.

Board approval will be on June 24, 2019.

Impact on LCAP and Annual Update

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

Based on the consultations this school year, the following is a list of feedback our Principal received from stakeholders:
- Revise goals, actions and services to align to the school’s program and CA. Dashboard results.
- Teachers would like a coherently focused Professional Development plan to improve instruction.
- There is a need to improve literacy instruction and math instruction
- There is a need to develop a multi-tiered system of supports to quickly identify students for academic and/or social-emotional intervention and supports.
### Goals, Actions, & Services

**Strategic Planning Details and Accountability**

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

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

<table>
<thead>
<tr>
<th>New Goal</th>
</tr>
</thead>
</table>

#### Goal 1

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

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

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

#### Identified Need:

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

#### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8:</td>
<td>-38.1 DFL3</td>
<td>-28.1 DFL3</td>
<td>-18.1 DFL3</td>
<td>-8 DFL3</td>
</tr>
<tr>
<td>Annual Growth on CAASPP Math distance</td>
<td>-50.1 DFL3</td>
<td>-40.1 DFL3</td>
<td>-30.1 DFL3</td>
<td>-20.1 DFL3</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>from Level (DFL) 3 Scale Scores: Grades 3-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase attendance rates:</td>
<td>96%</td>
<td>&gt;96%</td>
<td>&gt;96%</td>
<td>&gt;96%</td>
</tr>
<tr>
<td>Decrease Chronic Absenteeism rates.</td>
<td>1.2%</td>
<td>&lt;2%</td>
<td>&lt;2%</td>
<td>&lt;2%</td>
</tr>
<tr>
<td>Middle School Dropout Rate:</td>
<td>0%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>% of students access to broad course of study: PE, Technology, Somali</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Administer Facility Inspection (FIT) Report: Good or Better</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Decrease % of Grade 5 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition</td>
<td>6.6%/13.3%</td>
<td>3%/7%</td>
<td>2%/4%</td>
<td>1%/2%</td>
</tr>
<tr>
<td>Decrease % of Grade 7 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition</td>
<td>4.2%/12.5%</td>
<td>3%/6%</td>
<td>2%/5%</td>
<td>1%/3%</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

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

| All Schools |

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

| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) |
| [Add Students to be Served selection here] |

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

| Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| [Add Location(s) selection here] |

### Actions/Services

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

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

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

### 2017-18 Actions/Services

**PROFESSIONAL LEARNING - Assessment and Data**

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

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

### 2018-19 Actions/Services

**PROFESSIONAL LEARNING - Assessment and Data**

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

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

### 2019-20 Actions/Services

**PROFESSIONAL LEARNING - Assessment and Data**

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

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

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

• English Learner Progress Indicator will increase at least 10%

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

• English Learner Progress Indicator will increase at least 10%

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>
## Action 2

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

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

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

### Actions/Services

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

- New Action
- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

#### 2017-18 Actions/Services

**PROFESSIONAL LEARNING COMMUNITIES**

There are no additional costs associated with this action.

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$0</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cost associated with Goal 1, Action 1</td>
</tr>
<tr>
<td>2018-19</td>
<td>$0</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cost associated with Goal 1, Action 1</td>
</tr>
<tr>
<td>2019-20</td>
<td>$0</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cost associated with Goal 1, Action 1</td>
</tr>
</tbody>
</table>

### Action 3

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

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

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

**OR**

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

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

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

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

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$25,000</td>
<td>$82,669</td>
<td>$95,069</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL LEARNING - Instruction</td>
<td>Student engagement and academic achievement will increase as a result of improved instructional practices that include consistent use of GLAD strategies, small group instruction, and the effective integration of technology tools.</td>
<td>Student engagement and academic achievement will increase as a result of improved instructional practices that include consistent use of GLAD strategies, small group instruction, and the effective integration of technology tools. The Curriculum and Instruction Committee will review instructional frameworks and lead efforts for continuous improvement by selecting and recommending a framework.</td>
<td>Student engagement and academic achievement will increase as a result of improved instructional practices that include consistent use of GLAD strategies, small group instruction, and the effective integration of technology tools. The Curriculum and Instruction Committee will lead efforts to apply the selected instructional framework to ensure continuous improvement.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$16,972</td>
<td>$17,865</td>
<td>$18,258</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>Supplemental and Concentration</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td>Source</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------</td>
<td>------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificated</td>
<td>cost of benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Salaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leader @100%</td>
<td></td>
</tr>
<tr>
<td>$4466</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>3000-3999:</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employee Benefits</td>
<td>cost of benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benefits cost</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>costs of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>benefits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>costs of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificated</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personnel</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Salaries</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading specialist @100%</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>@100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>@100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employee Benefits</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benefits cost</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>costs of</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>benefits</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cost of</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>benefits</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
</tbody>
</table>

Source: LCFF Supplemental & Concentration
Budget Reference:
1000-1999: Certificated Personnel Salaries
Instructional Leader @100%
Reading specialist @100%
Math Intervention
3000-3999: Employee Benefits cost of benefits
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Action 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>$71,400</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>Students to be Served:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers.</td>
<td>Location(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$71,400</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers.</td>
<td></td>
</tr>
<tr>
<td>$71,400</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers.</td>
<td></td>
</tr>
<tr>
<td>$15,708</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>3000-3999: Employee Benefits cost of benefits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>3000-3999: Employee Benefits cost of benefits</td>
<td></td>
</tr>
<tr>
<td>$17,850</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>3000-3999: Employee Benefits cost of benefits</td>
<td></td>
</tr>
</tbody>
</table>

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

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

New Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services
Teachers will have training and support to implement the following curricula year 1:
- Reach Reading/Language Arts
- Eureka Mathematics
- Active Classroom History/Social Studies

Teachers will have continued training and support to implement and integrate the following curricula year 2:
- Reach Reading/Language Arts
- Eureka Mathematics
- Active Classroom History/Social Studies
- Science

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$46,655</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>1. cost associated with action above</td>
<td>$10,000</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>2. Entire school staff will attend SWPBIS training (August 24).</td>
</tr>
</tbody>
</table>
### Action 6

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL LEARNING - Curricula</td>
</tr>
<tr>
<td>Teachers will have training and support to implement the following curricula year 1:</td>
</tr>
<tr>
<td>• Reach Reading/Language Arts</td>
</tr>
<tr>
<td>• Eureka Mathematics</td>
</tr>
<tr>
<td>• Active Classroom History/Social Studies</td>
</tr>
<tr>
<td>2018-19 Actions/Services</td>
</tr>
<tr>
<td>PROFESSIONAL LEARNING - Curricula</td>
</tr>
<tr>
<td>Teachers will have continued training and support to implement and integrate the following curricula year 2:</td>
</tr>
<tr>
<td>• Reach Reading/Language Arts</td>
</tr>
<tr>
<td>• Eureka Mathematics</td>
</tr>
<tr>
<td>• Active Classroom History/Social Studies</td>
</tr>
<tr>
<td>2019-20 Actions/Services</td>
</tr>
<tr>
<td>PROFESSIONAL LEARNING - Curricula</td>
</tr>
<tr>
<td>Teachers will have training and support to implement the following curricula year 3:</td>
</tr>
<tr>
<td>• Reach Reading/Language Arts</td>
</tr>
<tr>
<td>• Eureka Mathematics</td>
</tr>
<tr>
<td>• Active Classroom History/Social Studies - Science</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**
### Action 7

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

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

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

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

### Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC INTERVENTIONS</td>
<td>ACADEMIC INTERVENTIONS</td>
<td>ACADEMIC INTERVENTIONS</td>
</tr>
</tbody>
</table>
Three teachers will be assigned to implement the following Intervention Programs in year 1:

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

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

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

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

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

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

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

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>

**Action 8**
<table>
<thead>
<tr>
<th>Source</th>
<th>Budgeted Expenditures</th>
<th>Base</th>
</tr>
</thead>
</table>
**Goals, Actions, & Services**

Strategic Planning Details and Accountability

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

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

| New Goal |

---

**Goal 2**

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

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

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

- **Local Priorities:**

**Identified Need:**

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

**Expected Annual Measurable Outcomes**

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

**Planned Actions / Services**

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

**Action 1**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools
### 2017-18 Actions/Services

**PARENTAL ENGAGEMENT IN DECISION-MAKING**

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

### 2018-19 Actions/Services

**PARENTAL ENGAGEMENT IN DECISION-MAKING**

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

### 2019-20 Actions/Services

**PARENTAL ENGAGEMENT IN DECISION-MAKING**

Parental involvement in decision-making takes place in the following ways:
- Board of Trustees
- Board membership requires commitment to at least one regular meeting monthly and special meetings as needed.
- Board members will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.
- School Site Council (SSC)
- SSC membership requires commitment to at least one regular meeting monthly.
- SSC will hold monthly meetings to review and discuss the school’s progress toward achieving LCAP goals and make recommendations to Iftin’s Board of Trustees.
- SSC will be trained in how to conduct meetings effectively, efficiently, and in compliance with the Brown Act.
- English Language Advisory Committee (ELAC), a subcommittee of SSC, shall assist the school in the
development of the school's needs assessment and shall be responsible for advising the: - Principal and staff on programs and services for English learners - SSC on the development of the Single Plan for Student Achievement (SPSA)

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

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$1,200</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>$1,258</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>$1,285</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

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

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>New Action</th>
<th>Modified Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

**2017-18 Actions/Services**

<table>
<thead>
<tr>
<th>CLIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs associated with action are assumed by Iftin’s partnership with El Dorado Charter SELPA.</td>
</tr>
<tr>
<td>Iftin will implement School-Wide Positive Behavior Intervention and Support (SWPBIS) to improve school climate, increase student engagement, and decrease discipline referrals and suspensions. All staff will receive training and ongoing support. An ad hoc sub-committee of Curriculum and Instruction, SWPBIS, will be formed to lead implementation and monitor effectiveness by ongoing review of discipline data.</td>
</tr>
</tbody>
</table>

**2018-19 Actions/Services**

<table>
<thead>
<tr>
<th>CLIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs associated with action are assumed by Iftin’s partnership with El Dorado Charter SELPA.</td>
</tr>
<tr>
<td>Iftin will continue to implement School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Practice. All staff will receive training and ongoing support. The sub-committee of Curriculum and Instruction, SWPBIS, will be continue to guide implementation and monitor effectiveness by ongoing review of discipline data.</td>
</tr>
</tbody>
</table>

**2019-20 Actions/Services**

<table>
<thead>
<tr>
<th>CLIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs associated with action are assumed by Iftin’s partnership with El Dorado Charter SELPA.</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>0</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>4000-4999: Books And Supplies</td>
<td>0</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>$7,700</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
<td>$7,700</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>$7,700</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
<td>$7,700</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Amount $1,694
Source LCFF Base
Budget Reference 3000-3999: Employee Benefits cost of benefits
<table>
<thead>
<tr>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
</tbody>
</table>

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

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

OR

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

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

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

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
[Add Location(s) selection here]

**Actions/Services**  
Select from New, Modified, or Unchanged for 2017-18  
New Action

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

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

2017-18 Actions/Services  
2018-19 Actions/Services  
2019-20 Actions/Services
SAFETY
An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:
- annually review and revise the school safety plan
- provide regular input on school safety issues

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

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

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$3,355</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2018-19</td>
<td>$3,516</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2019-20</td>
<td>$3,593</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

Action 4
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

| All |

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

| All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

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

- [Add Scope of Services selection here]

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

- [Add Location(s) selection here]

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- New Action

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

- Unchanged Action

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

- Unchanged Action

#### 2017-18 Actions/Services

**PARENTAL PARTICIPATION - Outreach and inclusion**

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

- outreach - scheduling, coordinating, and facilitating parent meetings
- interpreting for IEP and SST meetings
- translating school documents and correspondence

The Parent Liaison, bilingual in Somali-English, will serve on SSC.

#### 2018-19 Actions/Services

**PARENTAL PARTICIPATION - Outreach and inclusion**

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

- outreach - scheduling, coordinating, and facilitating parent meetings
- interpreting for IEP and SST meetings
- translating school documents and correspondence

The Parent Liaison, bilingual in Somali-English, will serve on SSC.

#### 2019-20 Actions/Services

**PARENTAL PARTICIPATION - Outreach and inclusion**

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

- outreach - scheduling, coordinating, and facilitating parent meetings
- interpreting for IEP and SST meetings
- translating school documents and correspondence

The Parent Liaison, bilingual in Somali-English, will serve on SSC.

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>Amount</th>
<th>$10,939</th>
<th>Source</th>
<th>LCFF Supplemental &amp; Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td></td>
<td>Amount</td>
<td>$11,464</td>
<td>Source</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
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<td>Amount</td>
<td>$11,716</td>
<td>Source</td>
<td>LCFF Supplemental &amp; Concentration</td>
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<tr>
<td>Budget Reference</td>
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<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 5**

- All
- All Schools

**OR**

- [Add Students to be Served selection here]
- [Add Scope of Services selection here]
- [Add Location(s) selection here]

**Actions/Services**

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Source</th>
<th>LCFF Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td>Amount</td>
<td>$150000</td>
</tr>
<tr>
<td>Source</td>
<td>After School Education and Safety (ASES)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td>2. Iftin will continue to provide academic support, social and academic enrichment through a high quality after school program. (ASES funding)</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>$0.00</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>3. see action 1 above</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4..no cost</td>
</tr>
</tbody>
</table>

**Action 6**

**Actions/Services**

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Budget Reference</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
### Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

#### Goal 3

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

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

**State Priorities:**
- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

**Local Priorities:**

#### Identified Need:

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

#### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent involvement through input in decision-making via SSC, ELAC, and Governing Board.</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Parent involvement will include opportunities for participation in programs for unduplicated students.</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease Suspension Rate:</td>
<td>9.2%</td>
<td>8.2%</td>
<td>7.2%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Maintain Expulsion Rate:</td>
<td>0.2%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Administer parent, student &amp; teacher survey to measure sense of safety and school connectedness.</td>
<td>Somewhat Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

#### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

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

### Actions/Services

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

- New Action

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

- Unchanged Action

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

- Unchanged Action

### 2017-18 Actions/Services

- 2017-18 Actions/Services

### 2018-19 Actions/Services

- 2018-19 Actions/Services

### 2019-20 Actions/Services

- 2019-20 Actions/Services
SAFETY

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

- Administrators are appropriately credentialed - 100% of Classroom Teachers are appropriately credentialed and assigned
- Education Specialist
- Intervention Teachers
- School Guidance Counselor
- Guidance Deans
- Instructional Aides
- Office, Clerical, and Administrative Staff
- Technology Coordinator
- Janitorial and Maintenance Staff
- Supervision and Security Staff

SAFETY

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- Guidance Deans
- Instructional Aides
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- Technology Coordinator
- Janitorial and Maintenance Staff
- Supervision and Security Staff

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$35,200</td>
<td>$890,093</td>
<td>$890,093</td>
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<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries 100% of Classroom Teachers are appropriately credentialed and assigned</td>
<td>1000-1999: Certificated Personnel Salaries 100% of Classroom Teachers are appropriately credentialed and assigned</td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td>Amount</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------</td>
<td>---------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>$90,000</td>
<td>LCFF Base</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>$90,000</td>
</tr>
<tr>
<td>$90,000</td>
<td>LCFF Base</td>
<td>1000-1999: Certificated Personnel Salaries Administrators are appropriately credentialed</td>
<td>$90,000</td>
</tr>
<tr>
<td>$57,960</td>
<td>LCFF Base</td>
<td>Special Education</td>
<td>$57,960</td>
</tr>
<tr>
<td>$57,960</td>
<td>LCFF Base</td>
<td>1000-1999: Certificated Personnel Salaries Education Specialist</td>
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</tr>
<tr>
<td>$0</td>
<td>LCFF Base</td>
<td>3000-3999: Employee Benefits cost of benefits</td>
<td>$0</td>
</tr>
<tr>
<td>$0</td>
<td>3. no cost</td>
<td>2000-2999: Classified Personnel Salaries Instructional Aides</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Technology Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Janitorial and Maintenance Staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Supervision and Security Staff</td>
<td></td>
</tr>
</tbody>
</table>
Amount | $355,818 | $355,818
Source | LCFF Base | LCFF Base

**Action 2**

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

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

| All |

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

| All Schools |

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

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

| [Add Students to be Served selection here] |

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

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

**Actions/Services**

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

| New Action |

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

| Modified Action |

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

| Modified Action |

**CURRICULA**

All students, including English learners, youth in transition, and those with disabilities will have equitable access to Common Core State Standards-aligned curricula. ICS will implement curricula in stages:
- Mathematics: K-8
- History-Social Studies integrated with

**CURRICULA**

All students, including English learners, youth in transition, and those with disabilities will have equitable access to Common Core State Standards-aligned curricula. An ad-hoc sub committee of Curriculum and Instruction will review the following:
- Reading/Language Arts: K-5

Page 65 of 100
Reading/Language Arts to address Common Core and ELD standards:
- Reading/Language Arts: K-8
- Reading/Language Arts: 6-8

- Science: K-8

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$61,957</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2018-19</td>
<td>$64,931</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>2019-20</td>
<td>$66,359</td>
<td>LCFF Base</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
New Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services
INSTRUCTION

All teachers will engage in Professional Learning to support the effective implementation of adopted curricula and best instructional practices to address the needs of all students including English learners, youth in transition, and those with disabilities. Emphasis will be focused on the following evidence-based instructional strategies:
- SDAIE: K-8
- designated ELD: K-8
- small group guided reading: K-5

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

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$14,256</td>
<td>$14,941</td>
<td>$15,269</td>
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<tr>
<td><strong>Source</strong></td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>LCFF Supplemental &amp; Concentration</td>
<td>LCFF Supplemental &amp; Concentration</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
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<td>LCFF Supplemental &amp; Concentration</td>
<td>LCFF Supplemental &amp; Concentration</td>
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<td><strong>Source</strong></td>
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<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>3000-3999: Employee Benefits cost of benefits</td>
<td>3000-3999: Employee Benefits cost of benefits</td>
<td></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>3..no cost to school</td>
<td>3..no cost to school</td>
<td>3..no cost to school</td>
</tr>
</tbody>
</table>

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

2. To ensure and facilitate two-way communication, Iftin will continue to employ a bilingual parent liaison to facilitate parent meetings, schoolwide events, and communicate with parents of unduplicated pupils.
Action 4

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

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

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

**OR**

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

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

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

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

**Actions/Services**

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

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

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

New Action

Modified Action

Unchanged Action

ASSESSMENT

At least 96% of all students will participate in the following state-mandated assessments:

- CAASPP Reading/Language Arts and Mathematics: Grades 3-8
- CAST: Grades 5 and 8

ASSESSMENT

At least 96% of all students will participate in the following state-mandated assessments:

- CAASPP Reading/Language Arts and Mathematics: Grades 3-8
- CAST: Grades 5 and 8

ASSESSMENT

At least 96% of all students will participate in the following state-mandated assessments:

- CAASPP Reading/Language Arts and Mathematics: Grades 3-8
- CAST: Grades 5 and 8
PFT: Grades 5 and 7

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

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

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$50,224</td>
<td>$52,634</td>
<td>$53,792</td>
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<td>Source</td>
<td>LCFF Base</td>
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<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action 5

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

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

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

**OR**

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

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

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

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

#### Actions/Services

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

- **New Action**
- **Modified Action**
- **Unchanged Action**

### 2017-18 Actions/Services

**SAFETY AND FACILITIES**

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

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

### 2018-19 Actions/Services

**SAFETY AND FACILITIES**

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

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

### 2019-20 Actions/Services

**SAFETY AND FACILITIES**

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

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

pertaining to safety issues and the use of buildings and grounds outside of school time
  • Assessing future safety program and facility needs in accordance with our strategic plan.

the use of buildings and grounds outside of school time
  • Assessing future safety program and facility needs in accordance with our strategic plan.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
<td>Source</td>
<td></td>
<td></td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 6

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

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

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

OR

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

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

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

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

### Actions/Services

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

- New Action

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

- Unchanged Action

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

- Unchanged Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td>SAFETY</td>
<td>SAFETY</td>
</tr>
</tbody>
</table>
The Safety and Facilities Committee will review and revise the Comprehensive Site Safety Plan annually and update policies and procedures to address new legislature related to safety. In addition, the Committee will ensure that monthly safety drills and an annual emergency drill occur. The Committee will designate personnel to conduct annual workshops for staff and students, as appropriate, on the following topics:
- Internet Safety/Cyberbullying
- Suicide Prevention

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$17,079</td>
<td>$17,899</td>
<td>$18,292</td>
</tr>
</tbody>
</table>

**Source**

- LCFF Base
- 5000-5999: Services And Other Operating Expenditures

**Action 7**

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

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

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

**OR**

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

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

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Select from New, Modified, or Unchanged for 2017-18

| New Action |

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

| Modified Action |

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

| Unchanged Action |

### 2017-18 Actions/Services

**FACILITIES**

The Safety and Facilities Committee will:
- Create a Facilities Checklist
  - Designate personnel to conduct daily, weekly, and monthly facility inspections
  - Ensure that deficiencies are brought to the attention of administration for correction

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

### 2018-19 Actions/Services

**FACILITIES**

The Safety and Facilities Committee will:
- Utilize a Facilities Checklist
  - Designate personnel to conduct daily, weekly, and monthly facility inspections
  - Ensure that deficiencies are brought to the attention of administration for correction

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

### 2019-20 Actions/Services

**FACILITIES**

The Safety and Facilities Committee will:
- Utilize a Facilities Checklist
  - Designate personnel to conduct daily, weekly, and monthly facility inspections
  - Ensure that deficiencies are brought to the attention of administration for correction

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$81,190</td>
<td>$85,087</td>
<td>$86,959</td>
</tr>
<tr>
<td>Source</td>
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<td>LCFF Base</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td></td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

 LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
--- | ---
$601,480 | 22%

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

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

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

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

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

---

**LCAP Year: 2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$623,062</td>
<td>22.76%</td>
</tr>
</tbody>
</table>

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

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

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

- **Goal 1, Action 3**: includes the costs for internal and benchmark assessments for ELA and math to closely monitor the academic progress of students and measure growth over time.
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• Goal 2, Action 2: ELD Program – developing an EL Master Plan, ensure ELD designated and integrated instruction takes place daily
• Goal 3, Action 3: costs for a parent liaison to collaborate and communicate with parents of unduplicated pupils and provide translation services.

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

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$623,062</td>
<td>21.21%</td>
</tr>
</tbody>
</table>

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Goal 1, Action 3: includes the costs for internal and benchmark assessments for ELA and math to closely monitor the academic progress of students and measure growth over time.
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The Instructional Specialist will provide all teachers with coaching, conduct observations and professional development on implementing effective research-based strategies in working with ELL, Low-Income, Foster Youth including reading strategies, differentiation, scaffolding, writing strategies, that will benefit all students. Unduplicated student groups who are scoring below their peers in ELA and Math will benefit from these strategies, which hare specially designed to increase student engagement and access to the rigor of the CA. State Standards.
Addendum

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

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

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

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

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

**Instructions: Linked Table of Contents**

- **Plan Summary**
- **Annual Update**
- **Stakeholder Engagement**
- **Goals, Actions, and Services**
- **Planned Actions/Services**
- **Demonstration of Increased or Improved Services for Unduplicated Students**

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

**Plan Summary**

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

**Students to be Served**

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

**Scope of Service**

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

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

**Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.
For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

**Priority 1: Basic Services** addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

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

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, January 2019
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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<td>176,388.00</td>
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<td>306,387.00</td>
<td>2,048,623.00</td>
<td>2,054,551.00</td>
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</table>

* Totals based on expenditure amounts in goal and annual update sections.
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<tbody>
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<tr>
<td>All Funding Sources</td>
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</table>

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source
## Local Control and Accountability Plan (LCAP)

**Every Student Succeeds Act (ESSA)**

**Federal Addendum Template**

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Iftin Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CDS Code:</strong></td>
<td>37 68338 0108548</td>
</tr>
<tr>
<td><strong>Link to the LCAP:</strong></td>
<td><em>(optional)</em></td>
</tr>
</tbody>
</table>

### For which ESSA programs apply to your LEA?

Choose From:

- **TITLE I, PART A**  
  Improving Basic Programs Operated by State and Local Educational Agencies

- **TITLE II, PART A**  
  Supporting Effective Instruction

- **TITLE III, PART A**  
  Language Instruction for English Learners and Immigrant Students

- **TITLE IV, PART A**  
  Student Support and Academic Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A  
Title II, Part A  
Title III, Part A  
Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*
Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA’s LCAP, as it demonstrates the LEA’s efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEAA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.
Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.
Iftin Charter School's strategy to use federal funds is displayed in our LCAP: the following strategies are supplementing our primary initiatives.

Title I

1. ICS utilizes federal funds to supplement and enhance student literacy and social emotional needs through instructional support and professional development (MET)

2. All core teachers are appropriately assigned based on a valid CA Teaching Credential with appropriate English learner authorization as per qualifications required by the CA Commission on Teaching Credentialing. (MET)

3. Continuation of PLCs concentrating on data analysis of grade level common assessments provided NWEA maps for the purpose of identifying instructional areas where students score well and other areas of need in order to share successful teaching practices and creating lesson plans to be followed by each grade level team. (MET)

4. All students have access to standards-aligned materials as well as any additional instructional materials that support our charter petition educational program. (MET)

5. Parent Liaison and student services personnel connect families with resources. Protecting the rights of homeless students, and coordination of services as needed to ensure student success. (MET)

6. School Site Council and ELAC Committees continued planning to support students academically and behaviorally

Title II

1. Staff participated in professional development on the implementation of Common Core State Standards for all core subjects. (MET)

2) Implementation of Best Teaching Practices
   • Gradual Release of Responsibility & Zone of Proximal Development (MET)
   • RTI Process (Intervention Plans) and Special Education (MET)
   • Professional Learning Communities (PLC’s) (MET)
   • EL students-Academic Content Knowledge Strategies (MET)
   • ELD Curriculum & Learning Support/Strategies for EL students (MET)
   • Backwards Planning – Pacing Guides & Unit Overview (MET)
   • Formative & Summative Assessment to drive instruction (MET)
   • Classroom Management (Partially MET)

3) Effective site-based PEER COACHING MODEL to support all teachers in implementing best teaching practices reviewed in professional development. (MET)

Title III

1. ELD teacher to improve English Language Learner outcomes; including implementation of GLAD strategies, academic vocabulary, and supporting ELD instruction.

2. English Learner services are provided through push-in model in classroom instructional support and coaching ELD framework, early literacy, and support for integrated and designed ELD.

3. Monitoring EL students progress toward achievement in English proficiency in local and state assessment; ELPAC assessments report. 61.9% moderately and well developed in ELPAC results for English Learners.

Title IV

1. Multi-Tiered System of Supports (MTSS), and Social and Emotional Learning (SEL), Peer Coaching, Technology integration and state testing support.

Alignment
Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

ICS periodically monitors LCAP goals and actions to ensure coordination, measuring the need for school improvement plan and support budget alignment. Federal funds are then used to layer the remaining unfunded activities for the use of supplemental federal funds.

### ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

#### TITLE I, PART A

##### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
</tr>
</tbody>
</table>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

##### Overuse in Discipline Practices that Remove Students from the Classroom

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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</table>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

##### Career Technical and Work-based Opportunities

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
</tr>
</tbody>
</table>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
TITLE II, PART A

Title II, Part A Activities

<table>
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<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
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</table>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.
Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.
ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

<table>
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<th>ESSA SECTION(S)</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(4)</td>
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</table>

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.
ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. Each provision for each program provided on the following pages must be addressed, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within this addendum.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter School

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d). Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ICS advances the foundational support through School Site Council, ELAC and Parent Institution for Quality Education to create strong parent and family engagement. The elected members receive extensive training and support from administration to ensure site councils and advisory groups understand their leadership roles, elected members on their roles and responsibilities. LCAP input opportunities, and school budget. The outreach efforts are organized by our parent liaison bi-lingual English Somali. Our outreach coordinator also provides translation in Spanish.

ICS has developed parent involvement policy with input from parents in programs, activities and procedures for the involvement of parents. An annual meeting is held for parents to explain the goals and purpose of title programs and review of complaint procedures. Parents are actively involved and engaged in school meetings. The administration is available daily to answer questions or clarify information.

Information is disseminated to parent in these methods;
- SchoolMessanger App: English/Somali/Spanish
- Flyers-information is sent home
- Phone Dialers
- Meeting Agendas
- Face to face conversations

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

If in Charter School 99% of students are qualifying for free and reduced lunch. In addition to core subjects, ICS offers after school program for 3rd through 8th grade students to ensure all students, particularly those who are low achieving, demonstrate proficiency or above levels of achievement.

**Homeless Children and Youth Services**  
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

ICS follows the identification, enrollment, and continued support procedures as outlined by the McKinney-Vento Act and detailed in its Homeless and Foster Youth Policy. Funds are utilized to support services; transportation, school uniforms, books and supplies.

**Student Transitions**  
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) coordination with institutions of higher education, employers, and other local partners; and

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

ICS serves students in TK-8, so no transition coordination is needed.

**Additional Information Regarding Use of Funds Under this Part**  
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funding provides expansion of classroom library books and eBooks, professional development and Chromebook management.
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable (District does not participate in Title I, Part D)

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable (District does not participate in Title I, Part D)

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable (District does not participate in Title I, Part D)

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable (District does not participate in Title I, Part D)

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable (District does not participate in Title I, Part D)

Social, Health, and Other Services
ESSA SECTION 1423(6)
As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable (District does not participate in Title I, Part D)

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)
As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable (District does not participate in Title I, Part D)

Parent and Family Involvement
ESSA SECTION 1423(8)
Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable (District does not participate in Title I, Part D)

Program Coordination
ESSA SECTION 1423(9–10)
Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
Probation Officer Coordination
ESSA SECTION 1423(11)
As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

Individualized Education Program Awareness
ESSA SECTION 1423(12)
Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

Alternative Placements
ESSA SECTIONS 1423(13)
As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.
TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Iftin staff participated in Professional Development on teaching and learning strategies, including CCSS ELA & ELD curriculum frameworks.

All actions and services indicated a positive trend toward increasing teaching and learning practices which can be enhanced by:
1) Monitoring of Gradual Release of Responsibility (GRR) and Zone of Proximal Development (ZPD) will be implemented by all teachers.
2) The RTI Process (Intervention Plans) has not utilized the Student Study Team (SST) process, failing to identify several students in need of Intervention Plans prior to Special Education assessments.
3) Site-based PEER COACHING MODEL was established to support all teachers in implementing best teaching practices reviewed in professional development. Teacher feedback requested continuation of 3 Peer Coaches to continue the work.
4) Continuation of PLCs concentrating on data analysis of grade level common assessments for the purpose of identifying instructional areas where students score well and other areas of need in order to share successful teaching practices and creating lesson plans to be followed by each grade level team.
5) Backwards Planning by refining Pacing Guides & Unit Overviews for each grade level for clarity of focus of standards-based lessons.
6) A more intense focus is required in order to provide teachers with training on: 1) the Integrated ELD Process; 2) Academic Content Knowledge Strategies for EL students; 3) SDAIE Strategies for EL students; and 4) an ELD framework to improve English language proficiency.
7) Formative and Summative Assessment to DRIVE instruction.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

ICS priorities are determined by our LCAP goals and actions, to determine success and opportunities for growth. Parents participate on the School Site Council (SSC), English Learners Advisory Council (ELAC) or a parent group.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:
ICS has ongoing, regular monitoring of LCAP goals and actions for effectiveness, and the supplemental areas that are supported by federal funds. School site staff engage in this process Team meetings and families are engaged in the process through structures like school site council, ELAC, PTA, and/or other forms of parent engagement. Parent conferences are held for all parents during each quarter and monthly parent trainings. All parent correspondence is communicated in English, Spanish and/or Somali.
TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

4. Administrators attended conferences/ seminars to update on best teaching practices.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English language proficiency is assessed yearly using the Initial and Summative ELPAC (English Language Proficiency Assessment for California). In addition to this measure, local benchmarks in reading and language are used to continually monitor student progress.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ICS has implemented new curricular resource (National Geographic Reach for Reading) for ELA and ELD to provide formative assessment results to better inform ELD instruction in the classroom. Instructional materials TK-8 with professional development support from publisher and language services staff with materials in both print and digital formats. All materials adopted are appropriate to the CSS aligned Units of Study as well as the language acquisition needs of students. All English Learner (EL) students receive instruction in the strands of Reading, Writing, Speaking and Listening, and Language as integrated ELD. The effectiveness of the ELD program is reviewed based on student results in ELPAC, local benchmark and CAASPP assessments.
TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ICS programming activities include supplementing professional development. Additional support for technology hardware and blended learning.