

IFTIN Charter School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	IFTIN Charter School
Street	5465 El Cajon Blvd.
City, State, Zip	San Diego, CA 92115-3620
Phone Number	(619) 265-2411
Principal	Jama Yacub
E-mail Address	yacub@iftincharter.net
Web Site	www.iftincharter.net
CDS Code	37 68338 0108548

District Contact Information	
District Name	Iftin Charter School
Phone Number	(619) 265-2411
Superintendent	Jama Yacub
E-mail Address	yacub@iftincharter.net
Web Site	www.iftincharter.net

School Description and Mission Statement (School Year 2017-18)

Iftin Charter School's mission is simple: Iftin Charter School (ICS) provides students in grades K-8 an academically rigorous common core-aligned curricula supplemented with a technology intensive program in a student centered, safe and caring learning environment. ICS will address 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 will be educated and enlightened to become successful, lifelong learners and valuable members of the global community.

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

Iftin Charter School believes that all students are capable of learning and should be respectful of others in the learning process. In addition, ICS accepts that every person has something to contribute to society as a whole as well as to the task at hand. Therefore, respect and collaboration are at the center of the school's educational philosophy. All students are expected to do their best to learn all they can to improve themselves while also supporting others by working collaboratively and with mutual respect.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	65
Grade 1	46
Grade 2	42
Grade 3	40
Grade 4	51
Grade 5	45
Grade 6	57
Grade 7	38
Grade 8	39
Total Enrollment	423

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	88.9
American Indian or Alaska Native	0
Asian	1.4
Filipino	0
Hispanic or Latino	4.5
Native Hawaiian or Pacific Islander	0
White	5
Two or More Races	0.2
Socioeconomically Disadvantaged	92.9
English Learners	61
Students with Disabilities	4.5
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	22	23	23
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 9, 2017

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Reach for Reading Cenage/National Geographic 6-8: INSIDE Cenage/National Geographic	Yes	
Mathematics	TK-8: Eureka Mathematics Great Minds/Engage NY	Yes	
Science	K-8: Science California Science Houghton Mifflin California	Yes	
History-Social Science	K-8 Active Classroom Social Studies/History	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

Iftin Charter School is located at El Cajon Blvd. and 54th Streets in San Diego. This site is safe, clean, and conducive to productive learning. The facility features a library, computer lab, lunch court and on-site kitchen, large blacktop playground with basketball court and play structure, and a large multipurpose room with stage.

Our full-time Maintenance employee performs cleaning operations and landscape services throughout the school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/30/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/30/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/30/2018				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	39	30	54	53	48	48
Mathematics (grades 3-8 and 11)	33	24	42	43	36	37

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	247	85.47	29.55
Male	148	124	83.78	21.77
Female	141	123	87.23	37.4
Black or African American	246	220	89.43	30.45
Asian	--	--	--	--
Hispanic or Latino	15	12	80	16.67
White	12	10	83.33	30
Socioeconomically Disadvantaged	269	230	85.5	30.43
English Learners	233	208	89.27	28.85
Students with Disabilities	15	14	93.33	14.29
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	289	276	95.5	23.91
Male	148	140	94.59	22.86
Female	141	136	96.45	25
Black or African American	246	235	95.53	24.26
Asian	--	--	--	--
Hispanic or Latino	15	14	93.33	28.57
White	12	12	100	33.33
Socioeconomically Disadvantaged	269	259	96.28	25.1
English Learners	233	223	95.71	24.66
Students with Disabilities	15	14	93.33	7.14
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	48	44	65	59	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.5	40.8	26.5
7	24.4	41.5	24.4

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child’s academic success. There are many opportunities to be involved at their children’s school site, including: governance committees, special events, parent organizations, and in classrooms.

Iftin Charter School is committed to communicating with and engaging parents as partners in their child’s education. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students.

Parents have many opportunities to be involved at their child’s school site (for example: governance committees, special events, and parent organizations). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Iftin Charter School strongly supports parent involvement through:

- The School Site Council (SSC): The SSC is an elected group composed of parents and staff members that meets monthly to study the effectiveness of curriculum and instruction.
- Parents meet with the Principal to foster two-way communication and support.
- Parent/Teacher Conferences

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.9	6.0	2.4	3.7	3.4	3.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Campus safety is one of Iftin Charter School's top priorities. Our principal, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, Iftin has a state-mandated individual emergency response plan that is updated annually. School staff members participate in monthly emergency-preparedness drills and response training. Policies and procedures, such as our Site Safety Plan and Illness and Injury Prevention Policy, are in place to address safety concerns for both students and staff and include procedures for safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal, school staff members implement specific school-building security procedures.

Plans, policies, and procedures are in place to ensure students' safety as well as to prepare for emergency situations. Monthly scheduled fire, earthquake, lock downs, disaster and situation drills are conducted. A health technician provides assistance to the school to ensure compliance with all health requirements, and key staff members are trained in CPR and first aid. Our staff monitor the gate on El Cajon Boulevard each morning and afternoon to welcome students and parents and to ensure the safe arrival and departure of students. All visitors coming into the school must enter through the school office to sign in and get a visitor's permit, which is to be worn while on campus.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	144
Percent of Schools Currently in Program Improvement	N/A	74.2

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	3			23		2		22	1	2	
1	20	1	1		22		2		23		2	
2	20	3			16	3			21		2	
3	25		2		24		2		20	1	1	
4	23	1	2		24		2		26		2	
5	25		2		20	3			23		2	
6	26		10		22		10		32		10	1
Other	20	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	N/A
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	2.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	1.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,783	\$1,811	\$8,972	\$48,784
District	N/A	N/A	9,855	\$76,603
Percent Difference: School Site and District	N/A	N/A	-9.4	-44.4
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	30.9	-47.6

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

The school offers programs and services to support and assist students such as:

- After School program
- Tutoring for students
- Special Education programs offering appropriate, individualized instruction to students with special needs

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,337	\$47,808
Mid-Range Teacher Salary	\$67,371	\$73,555
Highest Teacher Salary	\$91,571	\$95,850
Average Principal Salary (Elementary)	\$126,695	\$120,448
Average Principal Salary (Middle)	\$129,317	\$125,592
Average Principal Salary (High)	\$143,347	\$138,175
Superintendent Salary	\$267,334	\$264,457
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Iftin Charter School (ICS) sets a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. Our Principal and Instructional Leader collaborate and plan professional development to ensure all teachers are proficient in their area of expertise and have the skills and tools needed to maximize learning. Administrators seek ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Iftin seeks targeted opportunities for professional development through the County of San Diego and other organizations and institutions throughout the year. We focus on strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.