



Iftin Charter School

5465 El Cajon Blvd. San Diego CA 92115 (619)265-2411

School Site Counsel-Iftin Agenda

Thursday, June 10, 2021 at 3:00 PM

Join Zoom Meeting

<https://zoom.us/j/92449364194?pwd=c0U1R3pBOERvb2RtN3FmV2JFVWQ3dz09>

Meeting ID: 924 4936 4194

Passcode: m79CeU

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

Mission: Iftin Charter School provides students in grades K-8 an academically rigorous, common core aligned curricula, supplemented with a technology intensive program in a student centered, safe and caring learning environment. ICS addresses the needs of a diverse group of students, their families and communities by building on the strengths of the students' cultural heritage and life experiences. ICS students are educated and enlightened to become successful, lifelong learners and valuable members of the global community.

WELCOME GUESTS / CALL TO ORDER 3:00 P.M.

AGENDA

1. 2019 LCAP annual update/2020 LCP Annual Update
2. Summer School program

ADVANCE PLANNING

The next regularly scheduled SSC- Meeting is to be on Friday, September 03, 2020.

ADJOURN

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

5465 El Cajon Blvd. San Diego CA 92115 Phone: 619-265-2411 Fax: 619-265-2484.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Iftin Charter School	Maslah Yussuf CEO	yussuf@iftincharter.net (619) 265-2411

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8: 19-20 -8 DFL3 Baseline -38.1 DFL3	No Data Available for Reporting
Metric/Indicator Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-8 19-20 -20.1 DFL3 Baseline -50.1 DFL3	No Data Available for Reporting
Metric/Indicator Increase attendance rates: 19-20	Maintained 96% ADA

Expected	Actual
>96% Baseline 96%	
Metric/Indicator Decrease Chronic Absenteeism rates. 19-20 <2% Baseline 1.2%	10.7% declined 1.2%
Metric/Indicator Middle School Dropout Rate: 19-20 <1% Baseline 0%	0% No Dropout reported.
Metric/Indicator % of students access to broad course of study: PE, Technology, Somali 19-20 100% Baseline 100%	100%
Metric/Indicator Administer Facility Inspection (FIT) Report: Good or Better 19-20 Good Baseline Good	Good
Metric/Indicator	No Data Available for Reporting

Expected	Actual
<p>Decrease % of Grade 5 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition</p> <p>19-20 1%/2%</p> <p>Baseline 6.6%/13.3%</p>	
<p>Metric/Indicator Decrease % of Grade 7 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition</p> <p>19-20 1%/3%</p> <p>Baseline 4.2%/12.5%</p>	No Data Available for Reporting

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>PROFESSIONAL LEARNING - Assessment and Data</p> <p>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:</p> <ul style="list-style-type: none"> • 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 increase at least 10% <p>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.</p>	<p>Cost of NWEA MAP Professional Learning 4000-4999: Books And Supplies LCFF Supplemental & Concentration \$26,305</p> <p>Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data. 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$17,250</p> <p>cost of benefits 3000-3999: Employee Benefits Supplemental and Concentration \$4,562</p>	<p>Cost of NWEA MAP Professional Learning 4000-4999: Books And Supplies LCFF Supplemental & Concentration \$29,403</p> <p>Percentage of Instructional Leader salary and benefits for training, mentoring, and teacher support in analyzing data. 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$21,812</p> <p>cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$4,562</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>PROFESSIONAL LEARNING COMMUNITIES</p> <p>There are no additional costs associated with this action.</p> <p>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.</p>	<p>Cost associated with Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration 0</p>	<p>Cost associated with Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration 0</p>
	<p>NWEA MAP ELA & Math Assessments: 3 times/year (Grades 1-8)</p> <ul style="list-style-type: none"> • DRA: 3 times/year Gr. K-3 • DRA: 2 times/year Gr. TK <p>4000-4999: Books And Supplies LCFF Supplemental & Concentration \$95,069</p>	<p>NWEA MAP ELA & Math Assessments: 3 times/year (Grades 1-8)</p> <ul style="list-style-type: none"> • DRA: 3 times/year Gr. K-3 • DRA: 2 times/year Gr. TK <p>4000-4999: Books And Supplies Supplemental and Concentration \$85,050</p>
<p>PROFESSIONAL LEARNING - Instruction</p> <p>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.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$18,258</p> <p>cost of benefits 3000-3999: Employee Benefits Supplemental and Concentration \$4466</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$19,345</p> <p>cost of benefits \$4836</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Reading specialist @100% 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$57000</p> <p>cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$14,250</p> <p>Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers. 2000-2999: Classified Personnel Salaries LCFF Supplemental & Concentration \$71,400</p> <p>cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$17,850</p>	<p>Reading specialist was not hired. 1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration 0</p> <p>cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration 0</p> <p>Provide Enrichment Courses: Somali, Technology and PE. Costs include 2 enrichment teachers. 2000-2999: Classified Personnel Salaries LCFF Supplemental & Concentration \$73,600</p> <p>cost of benefits 3000-3999: Employee Benefits LCFF Supplemental & Concentration \$18,400</p>
<p>PROFESSIONAL LEARNING - Curricula</p> <p>Teachers will have training and support to implement the following curricula year 3:</p> <ul style="list-style-type: none"> • Reach Reading/Language Arts • Eureka Mathematics • Active Classroom History/Social Studies - Science 	<p>4000-4999: Books And Supplies LCFF Supplemental & Concentration \$50,049</p> <p>Entire school staff will attend SWPBIS training (August 24). 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$10,000</p> <p>Teachers will attend Professional Development on Classroom Management & Building Community. 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>4000-4999: Books And Supplies LCFF Supplemental & Concentration 31,000</p> <p>School-Wide Positive Behavior Intervention Supports training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$14,000</p> <p>Classroom Management and building community 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$9,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental & Concentration \$7500	
PROFESSIONAL LEARNING - Curricula Teachers will have training and support to implement the following curricula year 3: <ul style="list-style-type: none"> • Reach Reading/Language Arts • Eureka Mathematics • Active Classroom History/Social Studies - Science 	0 Costs for facility upgrades and/or expansion, and maintenance/repairs. 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,633	0 Costs for facility upgrades and/or expansion, and maintenance/repairs. 5000-5999: Services And Other Operating Expenditures LCFF Base
ACADEMIC INTERVENTIONS Three teachers will be assigned to implement the following Intervention Programs in year 3: <ul style="list-style-type: none"> • 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.	1000-1999: Certificated Personnel Salaries LCFF Base \$179,150 cost of benefits 3000-3999: Employee Benefits LCFF Base \$43,823	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

ICS made adjustments to support distance learning in light of the pandemic. We provided chrome laptop for each student, additional texts and school supplies, access to the internet for students that had unreliable internet services or no services at all, additional cleaning supplies/services. Professional Development were included curriculum, family/student engagement, assessment and grading, technology tools and programs.

Additional cleaning supplies and services were implemented. Student learning packets were prepared weekly for all students and delivered packets home for families having transportation issues.

When school abruptly closed in March of 2020, we immediately sent home prior written notices to all parents to inform the change in scheduling. We quickly shifted to a virtual model that ensured all special education students continued to receive their specialized academic services as well as their other services provided through our service providers. Our education specialist, instructional aides and service providers have continued to push into classes to provide services according to IEP's.

ICS made every effort to provide special education and related services to the child in accordance with the child's individualized education program (IEP), consistent with a plan developed to meet the requirements. Special education students continue to receive services, which allows all special education students to come onsite to continue their virtual learning, receive their services in-person when appropriate and receive additional academic help if needed. ICS SPED department has also worked tirelessly to get all of our IEP annals and triennials met.

Successes:

Professional Development training focused on best practices to support teachers in ensuring a productive collaboration.

Every child received a chrome device.

Families were provided Internet Connectivity access.

Dedicated tech team that helped families troubleshoot technical issues ranging from computer issues to zoom issues

Students received weekly learning packets. Also delivered packets home for families having transportation issues.

We reopened school for high needs students, SPED, homeless and foster youth.

We put safety first: Created a safe environment, where the health and well-being of all stakeholders is priority

*Daily Screening

*Preventative measures including schedules, routines, keeping students in single cohort

*Increased Custodial Staff

*Disinfecting frequently all common areas

Challenges:

At the start of school closures, families did not have consistent access to the internet and computers, students/families or were under-connected.

Diligent Planning and preparation

Economic impact on students and families.

Benchmarks result in many students' negative outcomes of distance learning experience because of challenges of online learning, especially for elementary students.

The pandemic widened the equity gaps, because most of our students are coming from low income and refugee families.

Scheduling and planning for the learning paths parents are taking, hybrid or virtual.

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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of students that will have access to standards-aligned instructional materials: 19-20 100% Baseline 100%	100%
Metric/Indicator % of teachers that will implement state standards for all students including EL access to CCSS & ELD. 19-20 100% Baseline 100%	100%
Metric/Indicator % of teachers who are appropriately credentialed and assigned. 19-20 100%	100% Credentialed and Assigned.

Expected	Actual
Baseline 100%	
Metric/Indicator Increase percentage of EL who advance at least 1 Proficiency Level as measured by ELPAC. 19-20 Establish AMO using ELPAC Baseline 37%	49.7% making progress toward EL Proficiency.
Metric/Indicator Increase English Learner reclassification rate: 19-20 Establish AMO using ELPAC Baseline 14.4%	20% Reclassification rate.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
PARENTAL ENGAGEMENT IN DECISION-MAKING Parental involvement in decision-making takes place in the following ways: <ul style="list-style-type: none"> • 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. 	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration \$1,285	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration \$4,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> 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) 		
<p>CLIMATE</p> <p>Costs associated with action are assumed by Iftin's partnership with El Dorado Charter SELPA.</p> <p>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.</p>	<p>0</p> <p>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</p> <p>Implement the following ELD Curriculum:</p> <ul style="list-style-type: none"> INSIDE and REACH EL Program for designated ELD (Systematic approach to ELD) <p>Assess: REACH, INSIDE, and Systematic ELD Assessment</p>	<p>0</p> <p>\$8,058</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF Supplemental & Concentration \$8,500	
<p>SAFETY</p> <p>An ad hoc School Safety Committee with representation across all grade spans and programs will be created to:</p> <ul style="list-style-type: none"> • annually review and revise the school safety plan • provide regular input on school safety issues <p>Staff will be trained in appropriate safety procedures and monthly drills will take place.</p> <p>Supervision schedules will be developed to ensure student safety at all times.</p>	4000-4999: Books And Supplies LCFF Supplemental & Concentration \$3,593	\$6,000
<p>PARENTAL PARTICIPATION - Outreach and inclusion</p> <p>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:</p> <ul style="list-style-type: none"> • outreach - scheduling, coordinating, and facilitating parent meetings • interpreting for IEP and SST meetings • translating school documents and correspondence The Parent Liaison, bilingual in Somali-English, will serve on SSC. 	4000-4999: Books And Supplies LCFF Supplemental & Concentration \$11,716	\$16,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff. Funds budgeted for actions and services that were not implemented were used to support distance learning. Students received access to a laptop and Wifi-hotspot, as well as curriculum and materials, and supply demands presented by COVID-19 pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

We provided the materials and support needed to succeed. All materials and technology needed for distance-learning were obtained and distributed

Social Emotional Learning needs of all students. Teachers, staff and the administration have increased support and contact with students to provide information about support for access to services for general health and mental health.

Targeted Intervention and supports for all students

ICS used multiple methods to reach families. Our Parent Liaison fluent in Somali and Spanish provided additional support and communication updates.

Challenges:

The challenges in implementing the actions/services to achieve this LCAP goal were directly aligned with the impacts of the COVID-19 pandemic, school closure, and lack of availability of in-person offerings. All conferences, in-person activities and events, and facility meetings were offered virtually through remote access.

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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent involvement through input in decision-making via SSC, ELAC, and Governing Board. 19-20 Met Baseline Met	Met
Metric/Indicator Parent involvement will include opportunities for participation in programs for unduplicated students. 19-20 Met Baseline Met	Met
Metric/Indicator Decrease Suspension Rate: 19-20 6.2% Baseline 9.2%	Declined 2%; 0% suspension rate

Expected	Actual
Metric/Indicator Maintain Expulsion Rate: 19-20 <1% Baseline 0.2%	0% Expulsion Rate
Metric/Indicator Administer parent, student & teacher survey to measure sense of safety and school connectedness. 19-20 Met Baseline Somewhat Met	MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SAFETY Iftin Charter School will employ the following staff to ensure basic conditions of learning and school safety. <ul style="list-style-type: none"> • 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 	1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$159,840	1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration \$299,044

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CURRICULA</p> <p>All students, including English learners, youth in transition, and those with disabilities will have equitable access to Common Core State Standards-aligned curricula. The Curriculum and Instruction Committee will review:</p> <ul style="list-style-type: none"> - Reading/Language Arts: K-5 		
<p>INSTRUCTION</p> <p>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:</p> <ul style="list-style-type: none"> - SDAIE: K-8 - designated ELD: K-8 - small group guided reading: K-5 <p>ICS will implement evidence-based practice aligned to an Instructional Framework recommended by the Curriculum and Instruction Committee.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$15,269</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental & Concentration \$17,500</p>
<p>ASSESSMENT</p> <p>At least 96% of all students will participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP Reading/Language Arts and Mathematics: Grades 3-8 • CAST: Grades 5 and 8 • PFT: Grades 5 and 7 <p>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</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>strengths and needs. These assessment data will inform instruction and identify those students in need of academic intervention.</p> <ul style="list-style-type: none"> • 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 		
<p>SAFETY AND FACILITIES</p> <p>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.</p> <ul style="list-style-type: none"> • 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. 		
<p>SAFETY</p> <p>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:</p> <ul style="list-style-type: none"> - Internet Safety/Cyberbullying - Suicide Prevention 		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>FACILITIES</p> <p>The Safety and Facilities Committee will: - Utilize a Facilities Checklist</p> <ul style="list-style-type: none"> • Designate personnel to conduct daily, weekly, and monthly facility inspections • Ensure that deficiencies are brought to the attention of administration for correction <p>Data will be collected and compared to district and state standards to ensure the optimal safety and function of all facilities.</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funding listed in the Planned Actions/Services continued. Due to the pandemic, ICS focused its efforts to train staff to adapt curriculum, parent training on how to best support their children, technology training and hardware, and home visits to ensure that students were connected with both instruction and resources to continue learning at home.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success:

Our focus on school safety and a strong school culture shifted via online.

ICS maintained high levels of daily attendance of 96%. ICS continued outreach efforts to support students in attending and engaging in virtual academy.

Implemented COVID-19 Preparedness and control plan to ensure safe environment for all.

ICS supported teachers by providing technology to support distance learning and hybrid instruction.

Increased support of curriculum and SEL

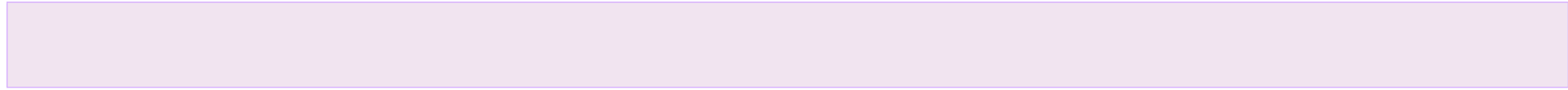
Overall success in implementing the actions/services for this goal.

Challenges:

Equity issues for access and connectivity in families. ICS provided hotspots to students to support better speeds.

Implementing new schedules and routines

Benchmark Assessment in hybrid schedule



Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment such as face coverings (masks, and where appropriate, face shields) to ensure that students, staff, and family entering our campus are minimizing the spread of respiratory droplets while on campus.	\$32,500	\$12,221	Yes
Increased supplies of soap and hand sanitizer as well hand free dispensers in each classroom and throughout the school.	\$16,500	\$11,636	Yes
Health Materials such as touchless thermometers and infrared temperature scanner to screen staff, students, and visitors prior to entering campus. Also an outdoor canopy/tent was purchased to create an outdoor isolation room near the health office. Part-time staff to provide daily health screenings.	\$24,500	\$1,570	Yes
Additional disinfecting materials, on the approved cleaning list provided by CDC, to support effective, routine disinfection of high-touch surfaces such as disinfectant, paper towels, gloves, and masks.	\$12,000	\$4,935	Yes
Signage, posters, and floor decals were purchased to place throughout the school to direct traffic flow and minimize interactions between individuals. Visuals to reinforce face covering mandate and the importance of frequent hand washing will be placed throughout the school.	\$7,000	\$6,566	Yes
Additional Custodial staff to provide increased cleaning to high trafficked areas (bathrooms, office, cafeteria, play ground) as well as clean and disinfect classrooms everyday.	\$21,450	\$56,078	Yes
Sneeze guards to provide barriers where close contact occurs and physical distancing of 6-feet is difficult, such as the front desk of each	\$6,500	\$850	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
school or during small group instruction. Sneeze guards will also be installed in the cafeteria line.			
Increase of student supplies to reduce sharing of supplies in the classroom.	\$35,000	\$70,756	Yes
Air filtration systems for each classroom to cleanse the air in the classroom and decrease the circulation of unclean, unhealthy air.	\$9,000	\$5,707	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Personal Protective Equipment materials were used to protect both staff and students, all planned actions were designed to provide students equipment to engage with teachers and supports. ICS Academic support zone (ASZ) provided unduplicated pupils with In-person instructions 4-days a week. Chromebooks/hotspots, protective materials and cleaning supplies were purchased for in-person instruction. Learning packets were made available for all students in K-5 grades to complete coursework at home.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person hybrid instruction was successful. ICS offered hybrid instruction two days of full day instruction (8am-2:50pm) for all students. Our teachers continued to teach virtual students simultaneously, implementing rigorous common core aligned curricula. ICS implementation of CDC and Public health guidelines were very successful. The overall schedules, routines and arrival/dismissal protocols were structured to keep students distant and staggered.

Challenges: Some parents desired to bring their students more than two days of in-person, while distance learning did not fully meet their needs.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School-wide Zoom license.	\$4500	\$4,504	Yes
Hotspots and portable chargers for homeless families to allow students to continue learning virtually.	\$5500	\$1,954	Yes
Additional student chromebooks, teacher laptops, and student headphones.	\$65,000	\$42,390	Yes
Document cameras and microphones were purchased as additional tools for teachers that support the virtual instruction provided as well as internet connection cables to increase internet bandwidth in classrooms.	\$7500	\$1,925	Yes
Hired a Technology Coordinator	\$48,000	\$48,000	Yes
Hired a School Psychologist.	\$62,850	\$60,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

ICS primary focus during the pandemic was to meet the needs of every child. Students were provided with access instruction digitally. All students received Chromebook computer and hotspot. Funds were directed to providing equipments, additional personnel to provide technical support, mental health and social and emotional support. Working with the school parent liaison to provide outreach to families to connect and help them to obtain resources.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

ICS staff worked diligently to ensure all students received the necessary resources and supports during the pandemic. ICS provided adequate distance learning program. Students and Teachers collaborated and engaged through online instruction using google apps for education. ICS parent liaison and dean of students conducted regular home visits to provide instructional materials and packets.

The distance learning created some challenges during the benchmark assessment. ICS adjusted schedules and provided in-person options to ensure assessment validity.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Literacy Footprints, a guided reading program, to provide teachers with a research based program so they can provide intensive small group instruction.	\$34,500	\$31,505	Yes
Additional Developmental Reading Assessment kits, one for each grade level, to reduce the amount of sharing between adults.	\$22,000	\$40,750	Yes
Learning A-Z license was purchased to include, Reading A-Z, RAZ Kids and Headsprout to provide teachers with more instructional tools as well as giving students access to engaging books digitally as well as provide them individualized support through the use of Headsprout.	\$5,056	\$10,056	Yes
Hired 4 classified parti-time instructional aides.	\$72,000	\$69,000	Yes
After School Tutoring	\$25,000	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

ICS planned actions were met to provide students equipment to engage students, access, and to provide acceleration and remediation opportunities. Additional instructional aides were hired to support small group interventions. While ICS did not conduct after-school tutoring , instead provided tutoring opportunities for at-risk students every Friday. Our benchmark assessment showed a major learning loss across grade-levels not meeting the standards. At the end of the year the benchmark assessment will be re-assessed to measure growth.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Success: ICS benchmark assessment and DRA diagnostics have shown student progress and the overall growth. All students participated and completed the assessments.

Challenges: Meeting and Exceeding standards. The pandemic has created difficulties in reaching all students. ICS continues to provide professional development opportunities to all teachers in our efforts to differentiate instructional strategies.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

ICS school psychologist has served students virtually and in-person. ICS School psychologist offered check-in sessions with students throughout the 2020-21 school year. Individualized and group sessions to promote mindfulness practices, professional development training for staff and supported the school's SEL to eliminate barriers to learning and enhance the social and emotional development of students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

ICS used multiple methods to engage stakeholders. We held several meetings to engage stakeholder through parent meetings, staff meetings, parent-teacher conferences, surveys and virtual workshops. ICS School Site Council and ELAC committee discussed the LCAP goals and actions and shared recommendations included in the plan. ICS parent liaison and outreach coordinator translated information to Somali and Spanish and solicited feedback from stakeholders.

ICS analyzed data and made the necessary adjustments to ensure the desired outcomes. ICS continuous to collaborate with stakeholders to monitor progress.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

ICS worked with SDUSD food vendor to provide breakfast, lunch and supper meals throughout the pandemic. Due to the safety restrictions, ICS provided grab and go options. Hot foods were not served, cold packaged were available.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Instructional Aides, Parent Liaison, Dean of Students and Tech Team will contact families daily, provide tech-support, troubleshoot issues that students and families are having to ensure student daily attendance and participation in distance learning.	\$4,000	\$3,600	Yes
School Nutrition	Breakfast and Lunch will be available for students during the hybrid model whether they are learning in-person or virtually.	\$2,000	0	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Instructional Aides, Parent Liaison and Dean of Students will hand deliver learning packets and/or technology to families who are unable to come to school.	\$1,000	\$400	Yes
Distance Learning Program (Pupil Participation and Progress)	Iftin will open Saturdays and Sundays for parents to pick up students' packages as needed as many parents work during the working days and have no time to pick up their child's materials except on the Weekends.	\$3,500	\$2,900	Yes
Mental Health and Social and Emotional Well-Being	Professional Development: Training and Materials	\$8,500	\$9,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

ICS outreach efforts to families has increased student participation. Our teachers, parent liaison, dean of students and support staff were committed to engage students in the program. ICS staff trainings provided opportunities to build relationships with families, showing compassion and inclusion.

During the pandemic, families were provided with several food pick-up locations to obtain food bags. ICS also identified additional resources to connect families to receive food and supplies.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

ICS is committed to providing a safe and healthy learning environment. Despite the challenges of the pandemic, ICS has created a strong COVID-19 response and control plan. ICS stakeholders look forward to returning to in-person instruction in the fall.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

ICS use multiple data to inform instruction. Data is essential, teachers will analyze the assessment data and create support to all learners. Teachers work in grade-level teams to create a plan of support and ensure all students' needs are met.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences for actions and services are reported in the In-person instruction, Distance learning, and Pupil learning loss in the above sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

ICS has reaffirmed the focus areas of the prior LCAP by expanding the goals and metrics. The challenges of the pandemic allowed for us to quick respond to support distance learning program. ICS created opportunities to support all students and improve participation of disengaged students. ICS intervention team supported students to provide tutoring and targeted intervention. Parent involvement needs increased in order to support their child access virtual learning and provide support at home. The 2021-24 considered all the factors and outcomes of the last two years. The instructional staff will increase and improve services for non-duplicated students to access tiered interventions in academics and social-emotional supports.

COVID-19 impacted our community. Stakeholder provided input in the development of the 2021 through 2024 LCAP to meet the needs of all students, especially students who are classified as English learners, foster youth, low income, students in special education and homeless. Through our stakeholder feedback, we learned to address the following factors;

- *Increased Professional Development for teachers and staff
- *Extended school day after school and summer programs
- *Professional Learning Communities (PLC) to support strategies of teaching and learning
- *Parent involvement will continue and build communication between home and school
- *Gradual release and learning targets will be implemented
- *Social Emotional Learning implementation
- *Additional staff to support literacy programs
- *Small group instructions and interventions

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	826,468.00	662,110.00
	0.00	34,894.00
LCFF Base	232,306.00	0.00
LCFF Supplemental & Concentration	585,134.00	542,166.00
Supplemental and Concentration	9,028.00	85,050.00
	9,028.00	85,050.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	826,468.00	662,110.00
	0.00	34,894.00
1000-1999: Certificated Personnel Salaries	431,498.00	340,201.00
2000-2999: Classified Personnel Salaries	71,400.00	73,600.00
3000-3999: Employee Benefits	84,951.00	22,962.00
4000-4999: Books And Supplies	202,932.00	145,453.00
5000-5999: Services And Other Operating Expenditures	2,918.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	32,769.00	40,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	826,468.00	662,110.00
		0.00	34,894.00
1000-1999: Certificated Personnel Salaries	LCFF Base	179,150.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental & Concentration	252,348.00	340,201.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental & Concentration	71,400.00	73,600.00
3000-3999: Employee Benefits	LCFF Base	43,823.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental & Concentration	32,100.00	22,962.00
3000-3999: Employee Benefits	Supplemental and Concentration	9,028.00	0.00
4000-4999: Books And Supplies	LCFF Base	7,700.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental & Concentration	195,232.00	60,403.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	85,050.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	1,633.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental & Concentration	1,285.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental & Concentration	32,769.00	40,500.00
		1,285.00	4,500.00
		32,769.00	40,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	618,565.00	311,008.00
Goal 2	32,794.00	34,558.00
Goal 3	175,109.00	316,544.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$164,450.00	\$170,319.00
Distance Learning Program	\$193,350.00	\$158,773.00
Pupil Learning Loss	\$158,556.00	\$151,311.00
Additional Actions and Plan Requirements	\$19,000.00	\$15,900.00
All Expenditures in Learning Continuity and Attendance Plan	\$535,356.00	\$496,303.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$164,450.00	\$170,319.00
Distance Learning Program	\$193,350.00	\$158,773.00
Pupil Learning Loss	\$158,556.00	\$151,311.00
Additional Actions and Plan Requirements	\$19,000.00	\$15,900.00
All Expenditures in Learning Continuity and Attendance Plan	\$535,356.00	\$496,303.00

Iftin's Summer Olympics(2021)

Road to Disney

Dates: June 21 - July 23 (5 weeks) M-Th (Friday - School Closed)

Time: 8:30 - 1:00

****July 23 - **Destination Field Trip****

Anticipated # of students: 150

Grades: Upcoming 1st - 8th graders

Teachers: 10

Staff: 9

Admin: 4

****PE Coaches**

Programs:

Literacy Lab	<ul style="list-style-type: none">• Literacy Footprints• RAZ Kids and Focused IXL
Math Lab	<ul style="list-style-type: none">• Focused Instruction utilizing Eureka, Teacher Created and Envisions Materials• Focused IXL
STEM Lab	<ul style="list-style-type: none">• Discovery Science• Hour of Code• PBL Framework
Healthy Connections Lab	<ul style="list-style-type: none">• Physical Activity• Sports• Exercise

First/Last Days of Summer School - Assess Students

Literacy Lab:

- Students will rotate between stations every 20 minutes
 - Guided Reading Instruction - utilizing Literacy Footprints
 - Independent Reading & Response to Reading
 - RAZ Kids (Headsprout for below readers)

Math Lab:

- Students will rotate between stations every 20 minutes
 - Guided Math Instruction
 - Math Games
 - Math wars (practicing math facts)
 - Monopoly (working with money)
 - Independent Math Practice on IXL (focused)

STEM Lab

- Students will participate in STEM activities, Participate in Hour of Code, or participate in a PBL cycle

Healthy Connections Lab

- Students will learn and play games
 - Soccer, basketball, lacrosse, exercise, Wii Games
 - Consider hosting a tournament for summer school students

To Earn Destination Trip or Carnival:

- **95% Attendance**
- **Demonstrate growth in reading and math**
- **No behavior referrals**
- **90% completion of assignments**