

School Accountability Report Card

Issued Spring 2016 for Academic Year 2014–15

What Is a SARC?

All California public schools are required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains specific information about the condition and performance of the school from the previous school year.

Furthermore, under the Local Control Funding Formula (LCFF), San Diego Unified is required to prepare a Local Control Accountability Plan (LCAP), which describes how it intends to meet annual school-specific goals for all students, with specific activities to address state and local priorities. Data reported in the SARC are to be consistent with data reported in the LCAP.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

www.sandiegounified.org/sarc

For more information about the LCFF or LCAP, see the state's LCFF website:

www.cde.ca.gov/fg/aa/lc/

Finally, for more information about this school, contact the principal or the district office.

Iftin Charter School

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Amal Hersi, Principal

School Description and Mission Statement

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

ICS finds itself uniquely equipped to meet the needs of newcomers to American society, as many immigrants are involving themselves in the process of creating and supporting the school. This places the school in a strategic position to facilitate and accelerate the transition from immigrant to integrated and contributing member of society. Through emphasizing English language acquisition and the cultural values of freedom, responsibility, and productivity we hope to improve our students' chances for success in academics and all other aspects of their lives.

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Data and Access

Most of the data in this SARC are from the 2014–15 school year or the two preceding years (2012–13 and 2013–14). Graduation, dropout, and fiscal data are from 2013–14. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2015–16 school year. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

DataQuest

DataQuest is an on-line data tool (dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, 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 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

Student Enrollment by Grade Level

| Grade Level | Enrollment on October 1, 2014 |
|--------------|-------------------------------|
| Kindergarten | 54 |
| 1 | 60 |
| 2 | 59 |
| 3 | 50 |
| 4 | 68 |
| 5 | 50 |
| 6 | 51 |
| 7 | 47 |
| 8 | 37 |
| Total | 476 |

Student Enrollment by Group (2014–15)

| Student Group | Number of Students | Percentage of Enrollment |
|---------------------------------|--------------------|--------------------------|
| African American | 424 | 89.1 |
| Asian | 4 | 0.8 |
| Filipino | 0 | 0.0 |
| Hispanic | 18 | 3.8 |
| Indochinese | 0 | 0.0 |
| Native American | 1 | 0.2 |
| Pacific Islander | 0 | 0.0 |
| White (Not Hispanic) | 25 | 5.3 |
| Two or More Races | 4 | 0.8 |
| Socioeconomically Disadvantaged | 466 | 97.9 |
| English Learners | 355 | 74.6 |
| Students with Disabilities | 35 | 7.4 |
| Foster Youth | n/a | n/a |

Conditions of Learning

State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

- Teacher Credentials: the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
- Instruction Materials: whether students have access to standards-aligned instructional materials.
- Facility Conditions: whether facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE *DataQuest* website at dq.cde.ca.gov/dataquest/.

| Number of Teachers | School | | | District |
|--|-----------|-----------|-----------|----------|
| | 2013–14 | 2014–15 | 2015–16 | 2015–16 |
| With full credential and teaching in subject area | 21 | 25 | 22 | — |
| With full credential but teaching outside area of competence | 0 | 0 | 0 | — |
| Without full credential | 0 | 0 | 0 | — |
| Total | 21 | 25 | 22 | — |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school year or semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2015–16, the most current data are reported.

| Indicator | 2013–14 | 2014–15 | 2015–16 |
|--|---------|---------|---------|
| Misassignments of teachers of English learners | 0 | 0 | 0 |
| Total teacher misassignments | 0 | 0 | 0 |
| Vacant teacher positions | 0 | 0 | 0 |

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2014–15)

The federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), requires all teachers of core academic subjects to be “highly qualified.” In general, ESEA requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with ESEA at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are defined as those with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 39 percent or lower in the program.) These data do not include independently reporting charter schools. More information on teacher qualifications required under ESEA can be found at the CDE website at www.cde.ca.gov/nclb/sr/tq/.

| Location of Classes | Percentage of Classes in Core Academic Subjects | |
|----------------------------------|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This school | 100.00 | 0.00 |
| All schools in district | 97.69 | 2.31 |
| High-poverty schools in district | 97.66 | 2.34 |
| Low-poverty schools in district | 97.81 | 2.19 |

Quality, Currency, and Availability of Textbooks and Instructional Materials (2015–16)

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 standards-aligned textbooks and other instructional materials used at the school. These data were collected in October 7, 2015.

| Core Curriculum Area | Are These Textbooks and Instructional Materials from the Most Recent Adoption? | Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|----------------------------|--|--|
| English Language Arts | Yes | 0 |
| Health | Yes | 0 |
| History–Social Science | Yes | 0 |
| Mathematics | Yes | 0 |
| Science | Yes | 0 |
| Visual and Performing Arts | n/a | n/a |
| World Language | n/a | n/a |

List of Textbooks and Instructional Materials Used in Core Subject Areas (2015–16)

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.

School Facility Conditions and Planned Improvements (2015–16)

Iftin Charter School is located at El Cajon Blvd. and 54th Streets in the El Cerrito neighborhood of San Diego. The building was renovated through Proposition MM in 1999 and is receiving additional upgrades through Proposition S and is scheduled for additional improvements. This site is safe, clean, and conducive to productive learning. The facility features a library, computer lab, lunch court and on-site kitchen, large new blacktop playground with basketball court and play structure, separate kindergarten playground, and a large multipurpose room with stage. This location offers on-site opportunities for family support, education, recreation, and cultural arts.

Our full-time caretaker performs cleaning operations and landscape services throughout the school. San Diego Unified School District personnel provide maintenance services.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility’s good-repair status.

| Item Inspected | Repair Status* | | | | Repair Needed and Action Taken or Planned |
|--|----------------|---|---|---|---|
| | E | G | F | P | |
| Systems: Gas, mechanical, sewer | | | | | Data not available |
| Interior: Interior surfaces | | | | | |
| Cleanliness: Overall, pest/vermin | | | | | |
| Electrical: Interior/exterior | | | | | |
| Restrooms/fountains | | | | | |
| Safety: Fire safety/hazardous materials | | | | | |
| Structural: Damage, roofs | | | | | |
| External: Playground, gates, fences | | | | | |
| Overall Rating: XX.X% | | | | | |

* Repair Status: E = exemplary, G = good, F = fair, P = poor

Student Outcomes

State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments: results of the California Assessment of Student Performance and Progress (CAASPP) and the Science California Standards Tests.
- Preparation for College or Career: successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

Statewide Assessments

CAASPP Assessment Results

The California Assessment of Student Performance and Progress (CAASPP) tests students in English language arts/literacy and mathematics in grades 3 through 8 and grade 11. The CAASPP was piloted in 2013–14 and first administered statewide in 2014–15, superseding the Standardized Testing and Reporting (STAR) program. CAASPP scores are ranked according to four “performance levels”: Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

Note: In the tables that follow the number of students tested includes students who did not receive a score; however, achievement-level percentages have been calculated using only those students who did receive scores.

CAASPP: All Students, 2014–15

The following table shows the percentage of all students tested whose CAASPP scores indicate that they met or exceeded the state standards for English language arts and mathematics.

| Subject Area | Percentage of Students Meeting or Exceeding State Standards | | |
|---|---|----------|-------|
| | School | District | State |
| English Language Arts/Literacy (Grades 3–8, 11) | 29 | 50 | 44 |
| Mathematics (Grades 3–8, 11) | 26 | 41 | 33 |

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

The following tables show the 2014–15 CAASPP results of students in each grade tested, disaggregated by student group, for both English language arts/literacy (ELA) and mathematics.

CAASPP: 2014–15, ELA, Grade 3

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 53 | 49 | 92.5 | 51 | 24 | 20 | 4 |
| Male | — | 20 | 37.7 | 50 | 40 | 5 | 5 |
| Female | — | 29 | 54.7 | 52 | 14 | 31 | 3 |
| African American | — | 42 | 79.2 | 50 | 24 | 21 | 5 |
| Asian | — | 1 | 1.9 | — | — | — | — |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | 2 | 3.8 | — | — | — | — |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 3 | 5.7 | — | — | — | — |
| Two or More Races | — | 1 | 1.9 | — | — | — | — |
| Socioeconomically Disadvantaged | — | 44 | 83 | 50 | 27 | 20 | 2 |
| English Learners | — | 43 | 81.1 | 53 | 23 | 21 | 2 |
| Students with Disabilities | — | 5 | 9.4 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

CAASPP: 2014–15, ELA, Grade 4

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 69 | 63 | 91.3 | 65 | 21 | 11 | 2 |
| Male | — | 37 | 53.6 | 65 | 24 | 11 | 0 |
| Female | — | 26 | 37.7 | 65 | 15 | 12 | 4 |
| African American | — | 57 | 82.6 | 61 | 23 | 12 | 2 |
| Asian | — | 1 | 1.4 | — | — | — | — |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | 2 | 2.9 | — | — | — | — |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 3 | 4.3 | — | — | — | — |
| Two or More Races | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Socioeconomically Disadvantaged | — | 61 | 88.4 | 67 | 20 | 10 | 2 |
| English Learners | — | 55 | 79.7 | 65 | 20 | 11 | 2 |
| Students with Disabilities | — | 8 | 11.6 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, ELA, Grade 5

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 50 | 47 | 94 | 45 | 28 | 26 | 0 |
| Male | — | 14 | 28 | 64 | 21 | 7 | 0 |
| Female | — | 33 | 66 | 36 | 30 | 33 | 0 |
| African American | — | 38 | 76 | 39 | 32 | 29 | 0 |
| Asian | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | 2 | 4 | — | — | — | — |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 5 | 10 | — | — | — | — |
| Two or More Races | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Socioeconomically Disadvantaged | — | 46 | 92 | 46 | 28 | 24 | 0 |
| English Learners | — | 42 | 84 | 45 | 29 | 24 | 0 |
| Students with Disabilities | — | 4 | 8 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, ELA, Grade 6

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 54 | 47 | 87 | 32 | 30 | 21 | 17 |
| Male | — | 25 | 46.3 | 32 | 40 | 12 | 16 |
| Female | — | 22 | 40.7 | 32 | 18 | 32 | 18 |
| African American | — | 44 | 81.5 | 27 | 32 | 23 | 18 |
| Asian | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | 1 | 1.9 | — | — | — | — |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 2 | 3.7 | — | — | — | — |
| Two or More Races | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Socioeconomically Disadvantaged | — | 45 | 83.3 | 31 | 29 | 22 | 18 |
| English Learners | — | 42 | 77.8 | 33 | 31 | 19 | 17 |
| Students with Disabilities | — | 4 | 7.4 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, ELA, Grade 7

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 53 | 48 | 90.6 | 29 | 27 | 29 | 10 |
| Male | — | 23 | 43.4 | 43 | 30 | 22 | 0 |
| Female | — | 25 | 47.2 | 16 | 24 | 36 | 20 |
| African American | — | 44 | 83 | 30 | 25 | 32 | 9 |
| Asian | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | 1 | 1.9 | — | — | — | — |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 3 | 5.7 | — | — | — | — |
| Two or More Races | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Socioeconomically Disadvantaged | — | 45 | 84.9 | 27 | 29 | 31 | 9 |
| English Learners | — | 37 | 69.8 | 35 | 32 | 24 | 5 |
| Students with Disabilities | — | 5 | 9.4 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, ELA, Grade 8

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 37 | 35 | 94.6 | 26 | 31 | 40 | 3 |
| Male | — | 13 | 35.1 | 38 | 38 | 15 | 8 |
| Female | — | 22 | 59.5 | 18 | 27 | 55 | 0 |
| African American | — | 31 | 83.8 | 26 | 35 | 35 | 3 |
| Asian | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 4 | 10.8 | — | — | — | — |
| Two or More Races | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Socioeconomically Disadvantaged | — | 34 | 91.9 | 26 | 32 | 38 | 3 |
| English Learners | — | 22 | 59.5 | 41 | 32 | 27 | 0 |
| Students with Disabilities | — | 2 | 5.4 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, Mathematics, Grade 3

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 53 | 50 | 94.3 | 32 | 32 | 34 | 2 |
| Male | — | 20 | 37.7 | 30 | 25 | 45 | 0 |
| Female | — | 30 | 56.6 | 33 | 37 | 27 | 3 |
| African American | — | 43 | 81.1 | 35 | 33 | 30 | 2 |
| Asian | — | 1 | 1.9 | — | — | — | — |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | 2 | 3.8 | — | — | — | — |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 3 | 5.7 | — | — | — | — |
| Two or More Races | — | 1 | 1.9 | — | — | — | — |
| Socioeconomically Disadvantaged | — | 45 | 84.9 | 31 | 33 | 36 | 0 |
| English Learners | — | 43 | 81.1 | 35 | 30 | 35 | 0 |
| Students with Disabilities | — | 5 | 9.4 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, Mathematics, Grade 4

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 69 | 66 | 95.7 | 48 | 33 | 14 | 5 |
| Male | — | 39 | 56.5 | 44 | 38 | 13 | 5 |
| Female | — | 27 | 39.1 | 56 | 26 | 15 | 4 |
| African American | — | 60 | 87 | 48 | 32 | 15 | 5 |
| Asian | — | 1 | 1.4 | — | — | — | — |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | 2 | 2.9 | — | — | — | — |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 3 | 4.3 | — | — | — | — |
| Two or More Races | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Socioeconomically Disadvantaged | — | 64 | 92.8 | 50 | 31 | 14 | 5 |
| English Learners | — | 55 | 79.7 | 42 | 40 | 15 | 4 |
| Students with Disabilities | — | 8 | 11.6 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, Mathematics, Grade 5

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 50 | 48 | 96 | 54 | 38 | 6 | 2 |
| Male | — | 15 | 30 | 67 | 27 | 7 | 0 |
| Female | — | 33 | 66 | 48 | 42 | 6 | 3 |
| African American | — | 39 | 78 | 54 | 36 | 8 | 3 |
| Asian | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | 2 | 4 | — | — | — | — |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 5 | 10 | — | — | — | — |
| Two or More Races | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Socioeconomically Disadvantaged | — | 47 | 94 | 55 | 36 | 6 | 2 |
| English Learners | — | 43 | 86 | 53 | 37 | 7 | 2 |
| Students with Disabilities | — | 4 | 8 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, Mathematics, Grade 6

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 54 | 50 | 92.6 | 32 | 26 | 26 | 16 |
| Male | — | 27 | 50 | 41 | 22 | 19 | 19 |
| Female | — | 23 | 42.6 | 22 | 30 | 35 | 13 |
| African American | — | 47 | 87 | 30 | 26 | 28 | 17 |
| Asian | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | 1 | 1.9 | — | — | — | — |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 2 | 3.7 | — | — | — | — |
| Two or More Races | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Socioeconomically Disadvantaged | — | 48 | 88.9 | 31 | 27 | 25 | 17 |
| English Learners | — | 42 | 77.8 | 26 | 31 | 26 | 17 |
| Students with Disabilities | — | 4 | 7.4 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, Mathematics, Grade 7

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 53 | 51 | 96.2 | 45 | 29 | 18 | 8 |
| Male | — | 23 | 43.4 | 57 | 30 | 13 | 0 |
| Female | — | 28 | 52.8 | 36 | 29 | 21 | 14 |
| African American | — | 47 | 88.7 | 45 | 30 | 19 | 6 |
| Asian | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | 1 | 1.9 | — | — | — | — |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 3 | 5.7 | — | — | — | — |
| Two or More Races | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Socioeconomically Disadvantaged | — | 48 | 90.6 | 44 | 31 | 19 | 6 |
| English Learners | — | 39 | 73.6 | 49 | 33 | 13 | 5 |
| Students with Disabilities | — | 5 | 9.4 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, Mathematics, Grade 8

| Student Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Achieving Level 1* | Percentage Achieving Level 2* | Percentage Achieving Level 3* | Percentage Achieving Level 4* |
|---------------------------------|------------------|---------------|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| All students at this school | 37 | 35 | 94.6 | 49 | 23 | 11 | 17 |
| Male | — | 13 | 35.1 | 54 | 15 | 8 | 23 |
| Female | — | 22 | 59.5 | 45 | 27 | 14 | 14 |
| African American | — | 31 | 83.8 | 52 | 23 | 13 | 13 |
| Asian | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Filipino | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Hispanic | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Native American | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Pacific Islander | — | n/a | n/a | n/a | n/a | n/a | n/a |
| White (not Hispanic) | — | 4 | 10.8 | — | — | — | — |
| Two or More Races | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Socioeconomically Disadvantaged | — | 34 | 91.9 | 50 | 24 | 12 | 15 |
| English Learners | — | 22 | 59.5 | 64 | 18 | 9 | 9 |
| Students with Disabilities | — | 2 | 5.4 | — | — | — | — |
| Receiving Migrant Ed. Services | — | n/a | n/a | n/a | n/a | n/a | n/a |
| Foster Youth | — | — | — | — | — | — | — |

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

California Standards Test: Science—Three-Year Comparison

The following table shows the percentage of all students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) in science over the most recent three-year period. Science assessments include California Standards Tests (CST), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

| Grades | School | | | District | | | State | | |
|------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012–13 | 2013–14 | 2014–15 | 2012–13 | 2013–14 | 2014–15 | 2012–13 | 2013–14 | 2014–15 |
| 5, 8, & 10 | 42 | 63 | 48 | 65 | 68 | 65 | 59 | 60 | 56 |

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: Science—By Student Group, 2014–15

Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10.

| Student Group | Percentage of Students Scoring at Proficient or Advanced |
|--------------------------------------|--|
| All students in district | 65 |
| All students at this school | 48 |
| Male | 41 |
| Female | 50 |
| African American | 50 |
| Asian | n/a |
| Filipino | n/a |
| Hispanic | — |
| Native American | n/a |
| Pacific Islander | n/a |
| White (not Hispanic) | — |
| Two or More Races | n/a |
| Socioeconomically Disadvantaged | 46 |
| English Learners | 38 |
| Students with Disabilities | — |
| Receiving Migrant Education Services | n/a |
| Foster Youth | — |

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes State Priority (Priority 8): student outcomes in English, mathematics, and physical education. The results of the California High School Exit Examination (CAHSEE) provide the outcomes in English and mathematics. The results of the California Physical Fitness Test provide the outcomes in physical fitness.

California High School Exit Examination

This section does not apply to this school.

California Physical Fitness Test Results (2014–15)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE website at www.cde.ca.gov/ta/tg/pf/.

| Grade Level | Percentage of Students Tested Who Met Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 28.6 | 12.2 | 14.3 |
| 7 | 13 | 29.6 | 3.7 |

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

Engagement

State Priority: Parental Involvement

This section provides information relevant to the Parental Involvement State Priority (Priority 3): efforts the school district makes to seek parent input in making decisions for the school district and each school.

Opportunities for Parent Involvement

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, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

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, fund raising events, parent organizations, and in classrooms). 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.
- Meet the Director opportunities: Parents meet regularly with the director to foster two-way communication and support.
- Family Fridays: Parents can visit their child's classroom and participate in community meetings.
- Parent/Teacher Conferences
- Parent University: Parents learn about the tools we provide to supplement and monitor their child's education.

If you want to get involved at Iftin Charter School, please contact our Outreach Coordinator, Abdikhaliq Ismail, at (619) 265-2411.

State Priority: Pupil Engagement

This section provides information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates
- High school graduation rates

Dropout Rate and Graduation Rate

This section does not apply to this school.

Completion of High School Graduation Requirements

This section does not apply to this school.

State Priority: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

- Student suspension rates
- Student expulsion rates
- Other local measures to ensure safety

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures include charter schools.

| Type of Action | | 2012–13 | | | 2013–14 | | | 2014–15 | | |
|----------------|-------------------|---------|----------|-------|---------|----------|-------|---------|----------|-------|
| | | School | District | State | School | District | State | School | District | State |
| Suspensions | Number | 30 | 9,622 | — | 12 | 7,744 | — | 23 | 6,130 | — |
| | Rate/100 students | 3.80 | 3.31 | 5.07 | 1.30 | 2.63 | 4.36 | 2.42 | 2.22 | 3.80 |
| Expulsions | Number | 0 | 212 | — | 0 | 139 | — | 0 | 85 | — |
| | Rate/100 students | 0.00 | 0.06 | 0.13 | 0.00 | <0.05 | 0.10 | 0.00 | <0.05 | 0.09 |

School Safety Plan (2015–16)

Last Review/Update: August 2013**

Last Discussed with Staff: August 2013**

Campus safety is the district's top priority. Principals, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address 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 or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Plans, policies, and procedures are in place to ensure students' safety as well as to prepare for emergency situations. Regularly scheduled fire, earthquake, lock downs, disaster and situation drills are conducted. A registered nurse 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 and community members 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.

Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in English language arts (ELA) and mathematics
- Percentage proficient on the state’s standards-based assessments in ELA and mathematics
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP website www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2014–15)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|---|--------|----------|
| Overall | Yes | Yes |
| Participation Rate—English Language Arts | Yes | Yes |
| Participation Rate—Mathematics | Yes | Yes |
| Percentage Proficient—English Language Arts | n/a | n/a |
| Percentage Proficient—Mathematics | n/a | n/a |
| Met Graduation Rate | n/a | Yes |

Federal Intervention Program (2015–16)

Schools that receive funding from the federal government under Title I must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification and status can be found at the CDE website at www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Indicator | School | District |
|---|---------|----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2013–14 | 2009–10 |
| Year in PI* | 1 | 3+ |
| Number of Schools Currently in Program Improvement† | | 147 |
| Percentage of Schools Currently in Program Improvement† | | 76.2 |

* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

† Includes charter schools.

Average Class Size and Class Size Distribution (Elementary)

This table displays the average class size for each grade level and the number of classrooms that fall into each class size category.

| Grade Level | 2012–13 | | | | 2013–14 | | | | 2014–15 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1–20 | 21–32 | 33+ | | 1–20 | 21–32 | 33+ | | 1–20 | 21–32 | 33+ |
| K | 20 | 1 | 2 | — | 21 | 1 | 2 | — | 18 | 3 | — | — |
| 1 | 21 | 1 | 1 | — | 18 | 3 | — | — | 20 | 1 | 1 | — |
| 2 | 23 | — | 2 | — | 24 | — | 2 | — | 20 | 3 | — | — |
| 3 | 22 | — | 2 | — | 22 | 1 | 2 | — | 25 | — | 2 | — |
| 4 | 20 | 2 | — | — | 26 | — | 2 | — | 23 | 1 | 2 | — |
| 5 | 25 | — | 2 | — | 22 | — | 2 | — | 25 | — | 2 | — |
| 6 | 22 | 1 | 1 | — | 25 | 1 | 7 | — | 26 | — | 10 | — |
| Other | — | — | — | — | — | — | — | — | 20 | 1 | — | — |

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

| Subject | 2012–13 | | | 2013–14 | | | 2014–15 | | | | | |
|------------------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1–22 | 23–32 | 33+ | | 1–22 | 23–32 | 33+ | | 1–22 | 23–32 | 33+ |
| English | — | — | — | — | 19 | 4 | — | — | 21 | 4 | 4 | — |
| Mathematics | — | — | — | — | 19 | 4 | — | — | 21 | 2 | 2 | — |
| Science | — | — | — | — | 19 | 4 | — | — | 21 | 2 | 2 | — |
| History–Social Science | — | — | — | — | 15 | 5 | — | — | 21 | 2 | 2 | — |

Academic Counselors and Other Support Staff Members (2014–15)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The table also displays the average number of students for each academic counselor.

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

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2013–14)

This table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or unrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental or restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data website at: www.ed-data.org.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$10,641 | n/a | n/a | \$47,686 |
| District (excludes charter schools) | | | \$5,218 | \$69,748 |
| Difference: School Site and District (%) | | | n/a | - 31.63 |
| State | | | \$5,348 | \$72,971 |
| Difference: School Site and State (%) | | | n/a | - 34.65 |

Types of Services Funded (Fiscal Year 2014–15)

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website at www.cde.ca.gov/ds/fd/cs/.

| Position | District Amount | Statewide Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$39,983 | \$43,165 |
| Mid-Range Teacher Salary | \$60,754 | \$68,574 |
| Highest Teacher Salary | \$82,578 | \$89,146 |
| Average Principal Salary (Elementary School Level) | \$114,227 | \$111,129 |
| Average Principal Salary (Middle School Level) | \$116,019 | \$116,569 |
| Average Principal Salary (High School Level) | \$126,214 | \$127,448 |
| Superintendent Salary | \$252,960 | \$234,382 |
| Percentage of Budget for Teachers' Salaries | 39 | 38 |
| Percentage of Budget for Administrative Salaries | 5 | 5 |

Advanced Placement Courses (2014–15)

This section does not apply to this school.

Professional Development

To support and develop highly qualified teachers who are prepared to meet the needs of our student population, the school has provided:

- Professional development structures
- Professional development trainings
- English language development (ELD)
- Peer coaching model
- Professional learning communities

Professional development structures:

- A 5-day teacher preparation session in August before opening of each school year
- Various time slots to allow for collaboration and lesson planning
- Professional learning communities
- Peer coaching model
- Dedicated and integrated ELD in all classrooms

Professional development trainings:

- Strategies for English language development
- Differentiated instruction and small-group instruction
- Special Education and the Response to Intervention process
- Implementation of Common Core State Standards
- Learning targets (deconstruction of standards)
- Standards-based units of instruction and pacing guides
- Professional learning communities and analysis of student achievement data
- Guided reading and reading levels
- Gradual release of responsibility
- Zone of proximal development

English Language Development:

ICS seeks to enhance language acquisition of all students while simultaneously increasing student knowledge of subject-area content. All teachers prepare and deliver lessons using SDAIE strategies. All English learners are grouped according to their CELDT language proficiency levels in order to receive appropriate ELD instruction.

Peer Coaching Model:

ICS has identified three lead teachers to provide support to other teachers by way of coaching and co-teaching. Substitutes are provided for the lead teachers once a month so they may provide individual coaching support.

Professional Learning Communities:

All K–8 teachers meet monthly in their professional learning communities (PLCs), which comprise vertical teams of teachers (from grades of K–2, 3–5, and 6-8) coordinated by a lead teacher. The PLCs review instructional practices that support different levels of academic performance and create specific steps for tracking best instructional practices that show results or growth in their students’ academic performance. The PLCs continually analyze data from students’ assessments.

Appendix: Adopted Texts and Instructional Materials

| Subject Area | Grade level | Course | Instructional Material | Copyright Date |
|-------------------------|-------------|--------------------------------|---|----------------|
| Math | 3 | Common Core: Envision Math | Pearson, Connected Math | 2010 |
| Math | 4 | Common Core: Envision Math | Pearson, Connected Math | 2010 |
| Math | 5 | Common Core: Envision Math | Pearson, Connected Math | 2010 |
| Math | 6 | CMP3 Grade 6 | Pearson, Connected Math | 2014 |
| Math | 7 | CMP3 Grade 7 | Pearson, Connected Math | 2014 |
| Math | 8 | CMP3 Grade 8 | Pearson, Connected Math | 2014 |
| Science | 2 | Science 2 | Houghton Mifflin California Science | 2007 |
| Science | 3 | Science 3 | Houghton Mifflin California Science | 2007 |
| Science | 4 | Science 4 | Houghton Mifflin California Science | 2007 |
| Science | 5 | Science 5 | Houghton Mifflin California Science | 2007 |
| Science | 6 | Science 6 | Holt California Science | 2007 |
| Science | 7 | life Science 7 | Holt California Science | 2007 |
| Science | 8 | Physical Science 8 | Holt California Science | 2007 |
| History | 8 | United State History 8 | Holt California U.S History | 2006 |
| History | 7 | Medieval to Early Modern Times | Holt California, World History | 2006 |
| History- Social Science | 6 | U.S History: Early Years | Houghton Mifflin California U.S History | 2006 |
| History- Social Science | 5 | U.S History: Early Years | Houghton Mifflin California U.S History | 2006 |
| History- Social Science | 4 | Communities | Houghton Mifflin California U.S History | 2006 |
| History- Social Science | 3 | Communities | Houghton Mifflin California U.S History | 2006 |
| ELD | 7 | Common Core English: Inside | National Geographic Learning. English | 2014 |
| ELD | 8 | Common Core English: Inside | National Geographic Learning. English | 2014 |
| Reading California | 6 | English | Houghton Mifflin | 2003 |
| Reading California | 5 | English | Houghton Mifflin | 2003 |
| Reading California | 4 | English | Houghton Mifflin | 2003 |
| Reading California | 3 | English | Houghton Mifflin | 2003 |
| ELD | 6 | Reach: English 6 | National Geographic Learning. English | 2014 |
| ELD | 5 | Reach: English 5 | National Geographic Learning. English | 2014 |
| ELD | 4 | Reach: English 4 | National Geographic Learning. English | 2014 |
| ELD | 3 | Reach: English 3 | National Geographic Learning. English | 2014 |
| English Language Art | 1 | Reading | Houghton Mifflin | 2003 |
| Math | 1 | Common Core | Pearson | 2010 |
| Reading California | 2 | English | Houghton Mifflin | 2003 |