

IFTIN Charter School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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

District Contact Information	
District Name	IFTIN Charter School
Phone Number	(619) 265-2411
Superintendent	Amal Hersi, Principal
E-mail Address	iftincharter@yahoo.com
Web Site	www.iftincharter.net

School Description and Mission Statement (School Year 2016-17)

ICS's mission is simple: ICS provides students in grades K-8 an academically rigorous common core-aligned curricula supplemented with a technology intensive program in a student centered, safe and caring learning environment. ICS 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 believes that all students are capable of learning and should be respectful of others in the learning process. In addition, ICS accepts that every person has something to contribute to society as a whole as well as to the task at hand. Therefore, respect and collaboration are at the center of the school's educational philosophy. All students are expected to do their best to learn all they can to improve themselves while also supporting others by working collaboratively and with mutual respect.

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	45
Grade 1	45
Grade 2	48
Grade 3	47
Grade 4	48
Grade 5	60
Grade 6	43
Grade 7	44
Grade 8	46
Total Enrollment	426

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	87.3
American Indian or Alaska Native	0.7
Asian	1.9
Filipino	0
Hispanic or Latino	4.7
Native Hawaiian or Pacific Islander	0.5
White	3.8
Two or More Races	0.7
Socioeconomically Disadvantaged	98.4
English Learners	77.5
Students with Disabilities	7.3
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	22	22	22
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.1	3.9
High-Poverty Schools in District	95.9	4.1
Low-Poverty Schools in District	97.3	2.7

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 7, 2015.

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	ELD 7 Common Core English: Inside National Geographic Learning. English ELD 8 Common Core English: Inside National Geographic Learning. English Reading California 6 English Houghton Mifflin Reading California 5 English Houghton Mifflin Reading California 4 English Houghton Mifflin Reading California 3 English Houghton Mifflin ELD 6 Reach: English 6 National Geographic Learning. English ELD 5 Reach: English 5 National Geographic Learning. English ELD 4 Reach: English 4 National Geographic Learning. English ELD 3 Reach: English 3 National Geographic Learning. English English Language Art 1 Reading Houghton Mifflin Reading California 2 English Houghton Mifflin	Yes	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Math 3 Common Core: Envision Math Pearson, Connected Math Math 4 Common Core: Envision Math Pearson, Connected Math Math 5 Common Core: Envision Math Pearson, Connected Math Math 6 CMP3 Grade 6 Pearson, Connected Math Math 7 CMP3 Grade 7 Pearson, Connected Math Math 8 CMP3 Grade 8 Pearson, Connected Math Math 1 Common Core Pearson	Yes	
Science	Science 2 Science 2 Houghton Mifflin California Science Science 3 Science 3 Houghton Mifflin California Science Science 4 Science 4 Houghton Mifflin California Science Science 5 Science 5 Houghton Mifflin California Science Science 6 Science 6 Holt California Science Science 7 life Science 7 Holt California Science Science 8 Physical Science 8 Holt California Science	Yes	
History-Social Science	History 8 United State History 8 Holt California U.S History History 7 Medieval to Early Modern Times Holt California, World History History- Social Science 6 U.S History: Early Years Houghton Mifflin California U.S History History- Social Science 5 U.S History: Early Years Houghton Mifflin California U.S History History- Social Science 4 Communities Houghton Mifflin California U.S History History- Social Science 3 Communities Houghton Mifflin California U.S History	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Building 200: Male and Female staff restroom floors need fill and sanding. Kitchen: In Kitchen base boards need to be replaced and cracks filled. Library: Portion of wall is open for pipe repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Building 100: RM 2 door needs minor repair.

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	29	39	49	54	44	48
Mathematics	26	33	39	42	34	36

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	49	47	95.9	27.7
	4	52	42	80.8	34.1
	5	59	48	81.4	29.8
	6	46	38	82.6	35.1
	7	47	37	78.7	54.0
	8	43	39	90.7	56.4
Male	3	23	23	100.0	4.3
	4	21	15	71.4	14.3
	5	33	28	84.8	33.3
	6	20	15	75.0	21.4
	7	25	20	80.0	35.0
	8	24	21	87.5	42.9
Female	3	26	24	92.3	50.0
	4	31	27	87.1	44.4
	5	26	20	76.9	25.0
	6	26	23	88.5	43.5
	7	22	17	77.3	76.5
	8	19	18	94.7	72.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	3	45	43	95.6	27.9
	4	42	33	78.6	39.4
	5	50	41	82.0	25.0
	6	37	31	83.8	38.7
	7	39	32	82.0	53.1
	8	40	36	90.0	61.1
Asian	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	47	45	95.7	26.7
	4	47	40	85.1	35.9
	5	59	48	81.4	29.8
	6	42	35	83.3	35.3
	7	43	35	81.4	57.1
	8	43	39	90.7	56.4
English Learners	3	41	40	97.6	27.5
	4	45	38	84.4	31.6
	5	44	36	81.8	16.7
	6	29	25	86.2	20.8
	7	20	12	60.0	25.0
	8	20	16	80.0	12.5
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	49	47	95.9	59.6
	4	52	43	82.7	23.3
	5	59	50	84.8	6.0
	6	46	41	89.1	40.0
	7	47	40	85.1	35.9
	8	43	39	90.7	33.3
Male	3	23	23	100.0	52.2
	4	21	16	76.2	18.8
	5	33	30	90.9	3.3
	6	20	17	85.0	18.8
	7	25	21	84.0	38.1
	8	24	21	87.5	14.3
Female	3	26	24	92.3	66.7
	4	31	27	87.1	25.9
	5	26	20	76.9	10.0
	6	26	24	92.3	54.2
	7	22	19	86.4	33.3
	8	19	18	94.7	55.6
Black or African American	3	45	43	95.6	58.1
	4	42	33	78.6	27.3
	5	50	42	84.0	4.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	37	33	89.2	40.6
	7	39	33	84.6	42.4
	8	40	36	90.0	36.1
Asian	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	47	45	95.7	60.0
	4	47	40	85.1	25.0
	5	59	50	84.8	6.0
	6	42	37	88.1	41.7
	7	43	36	83.7	37.1
	8	43	39	90.7	33.3
English Learners	3	41	40	97.6	60.0
	4	45	39	86.7	17.9
	5	44	37	84.1	
	6	29	27	93.1	30.8
	7	20	14	70.0	7.7
	8	20	16	80.0	6.3
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	63	48	44	68	65	59	60	56	54

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

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	101	88	87.1	44.3
Male	57	50	87.7	44.0
Female	44	38	86.4	44.7
Black or African American	89	77	86.5	45.5
Socioeconomically Disadvantaged	101	88	87.1	44.3
English Learners	64	53	82.8	17.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	34	22.6	13.2
7	21.4	28.6	16.7

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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 Principal opportunities: Parents meet regularly with the Principal 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, Hussein Nur at (619) 265-2411.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.0	3.9	6.0	4.2	3.7	3.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal, school staff members implement specific school-building security procedures. The County of San Diego provides training and additional resources that further supports safety efforts at Iftin.

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.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	145
Percent of Schools Currently in Program Improvement	N/A	75.1

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	2		18	3			18	3		
1	18	3			20	1	1		20	1	1	
2	24		2		20	3			20	3		
3	22	1	2		25		2		25		2	
4	26		2		23	1	2		23	1	2	
5	22		2		25		2		25		2	
6	25	1	7		26		10		26		10	
Other					20	1			20	1		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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		21	4	4	
Mathematics	19	4			21	2	2		21	2	2	
Science	19	4			21	2	2		21	2	2	
Social Science	15	5			21	2	2		21	2	2	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

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

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,783	\$1,811	\$8,972	\$48,784
District	N/A	N/A		\$73,582
Percent Difference: School Site and District	N/A	N/A		-33.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	58.0	-35.7

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

Types of Services Funded (Fiscal Year 2015-16)

Types of Services Funded (Fiscal Year 2015-16)

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.
- Maintenance and operations.

Iftin Charter School receives an instructional budget based on enrollment, programs, and formulas set by policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,632	\$45,092
Mid-Range Teacher Salary	\$64,780	\$71,627
Highest Teacher Salary	\$88,049	\$93,288
Average Principal Salary (Elementary)	\$122,585	\$115,631
Average Principal Salary (Middle)	\$125,249	\$120,915
Average Principal Salary (High)	\$136,833	\$132,029
Superintendent Salary	\$261,667	\$249,537
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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

Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to track and improve the learning of each student. The Principal engages in ongoing training needed to be a professional site manager.

Professional Development

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

- 1) Professional Development Structures
- 2) Professional Development Trainings
- 3) English Language Development
- 4) Peer Coaching Model
- 5) Professional Learning Communities

1) Professional Development Structures include:

- 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 (PLC's)
- Peer Coaching Model
- Dedicated and Integrated English Language Development in all classrooms

2) Professional Development Trainings:

- English Language Development (ELD) Strategies
- Differentiated Instruction and Small Group Instruction.
- Special Education and RTI Process
- Implementation of Common Core Standards
- Learning Targets (Deconstruction of Standards)
- Standards- Based Units of Instruction & Pacing Guides
- Professional Learning Communities (PLC's) & Data-Analysis of Student Achievement
- Guided Reading and Reading Levels
- Gradual Release of Responsibility (GRR)
- Zone of Proximal Development (ZPD)

3) English Language Development:

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

4) Peer Coaching Model:

ICS has identified 3 Lead Teachers to provide support to different teachers by way of coaching and co-teaching. Substitutes are provided for the Lead Teachers once a month in order for the Lead Teachers to provide individual, coaching support.

5) Professional Learning Communities (PLC's):

All K-8 teachers meet in their Professional Learning Communities (PLC's) comprised of vertical teams: K-2; 3-5 and 6-8 teachers coordinated by a Lead Teacher on a monthly basis. The PLC's reflect on 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 PLC's continually analyze student assessment data.