



“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.”

GOVERNING BOARD AGENDA- Regular Board Meeting

Meeting of Friday, October 29, 2021 at 5:30PM
5465 El Cajon Blvd., San Diego, CA 92115 (Library) and
Via ZOOM

Join Zoom Meeting

<https://iftincharter-net.zoom.us/j/81836097634>

Meeting ID: 818 3609 7634

One tap mobile

+16699006833,,81836097634# US (San Jose)

+12532158782,,81836097634# US (Tacoma)

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

Approval of Agenda: Faisal Ali

WELCOME GUESTS / CALL TO ORDER 5:30PM

Roll Call

Faisal Ali	President
Rahmo Abdi	Secretary
Mulki Hersi	Treasurer
Dr. Joseph Johnson	Member
Ibrahim Hassan	Member
Shuayb Mumin	Member

PUBLIC COMMENT

PUBLIC COMMENT— Anyone wishing to address the Board on agenda, non-agenda, and/or Closed Session items may do so. Individual speakers will be limited to three (3) minutes. Total public input on any one subject may be limited to fifteen (15) minutes, and may be extended at the discretion of the Board Chairperson. Comments on an agenda item may be taken when the agenda item is discussed by the Board. Comments on non-agenda items will be heard before the Consent Motion.

Consent Items

- A) Approve meeting minutes of 8/27/21.

Discussion Items

- A) CEO Report

- B) Monthly Financial Board Report
- C) Prop 39 Facilities for 2022-23
- D) ESSER III Expenditure Plan
- E) New Updated Policies
- F) Board Calendar
- G) Board Stipends Policy

Action Items

- a. Approve ESSER III Expenditure Plan
- b. Approve Title IX Sexual Harassment Policy
- c. Approve Suicide Prevention Intervention and Postvention Plan
- d. Approve Rights and Responsibilities of Students Policy
- e. Approve School Sponsored Trips Policy
- f. Approve Independent Study Policy
- g. Approve Board Stipends Policy
- h. Approve Board Bylaws

Closed Session

N/A

Report to Open Session

Reportable Action:

Advanced Planning

The next regularly scheduled Governing Board Meeting is to be held on Friday, November 26, 2021 at 5:30PM

ADJOURN

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Office of Iftin Charter School at (619)265-2411. Notification of 48 hours prior to the meeting will enable the School to make reasonable arrangements to ensure accessibility to that meeting (28 CFR 35.102.35.104) If you would like to request any attachments or other public documents, contact Abdi Mohamud at: Moahamud@iftincharter.net



GOVERNING BOARD MINUTES - Regular Meeting

Meeting of Friday, August 27, 2021 at 6:00PM

Meeting of Friday, August 27, 2021 at 6:00PM
5465 El Cajon Blvd., San Diego, CA 92115 (Library) and Via ZOOM
<https://iftincharter-net.zoom.us/j/87580083106>

Meeting ID: 875 8008 3106

One tap mobile

+16699006833,,87580083106# US (San Jose)

+12532158782,,87580083106# US (Tacoma)

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

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

Approval of Agenda: Faisal Ali

WELCOME GUESTS / CALL TO ORDER 5:30 PM

Roll Call

Faisal Ali	President present
Rahmo Abdi	Secretary present
Mulki Hersi	Treasurer absent
Dr. Joseph Johnson	Member present
Ibrahim Hassan	Member present
Shuayb Mumin	Member present

PUBLIC COMMENT

PUBLIC COMMENT— Anyone wishing to address the Board on agenda, non-agenda, and/or Closed Session items may do so. Individual speakers will be limited to three (3) minutes. Total public input on any one subject may be limited to fifteen (15) minutes, and may be extended at the discretion of the Board Chairperson. Comments on an agenda item may be taken when the agenda item is discussed by the Board. Comments on non-agenda items will be heard before the Consent Motion.

No Public Comments

CONSENT ITEMS

A) Approve meeting minutes of 05/28/21, 06/7/21, 06/11/21, 6/25/21.

A motion was made to approve all items of the consent agenda, as presented.

Motion Hassan Second Mumin Ayes Hassan, Johnson, Mumin, Ali Nays N/A Abstain N/A Absent Hersi



GOVERNING BOARD MINUTES - Regular Meeting

Discussion Items

- A) CEO Report
- B) Approval of 2020-21 Unaudited Actuals.
- C) COVID-19 Safety Plan

CEO Maslah Yussuf/Admin Team

“Thank you all.” Mr. Yussuf provided an update regarding full In-person instruction during the 2021-22 school year.

The admin team introduced the COVID-19 safety plan and update. Once approved, the safety plan will be shared with all stakeholders. The school will continue its efforts to work San Diego County Health, Epidemiology and Immunization services for testing, vaccinations and contact tracing.

The admin team will provide regular updates to the school board regarding implementation of COVID-19 Safety Plan and health guidance respectively.

Enrollment Update: Enrollment is currently very strong and exceeded the 400-student count projection. Currently 410 students are enrolled. Mr. Horii discussed outreach efforts which resulted in increase of students.

Ms. Charles: We are planning back to school night and Literacy night to engage with families.

Mr. Josh Eng: Discussed the unaudited actuals for 2020-21 year. This report goes to the County Office of Ed. And then to the State. The report concludes a positive Net increase of \$332,573.67 some of the expenses came in lower than expected.

Action Items

A) Approval of 2020-21 Unaudited Actuals

A motion was made to approve all items approval of 2020-21 Unaudited Actuals, as presented.

Motion Mumin **Second** Johnson **Ayes** Mumin, Hassan, Johnson, Abdi, Ali, **Nays** N/A **Abstain** N/A
Absent Hersi

B) Approval of COVID-19 Safety Plan

Motion Mumin **Second** Johnson **Ayes** Mumin, Hassan, Johnson, Abdi, Ali, **Nays** N/A **Abstain** N/A
Absent Hersi

C) Ratify Iftin/SDEA Collective Bargaining Agreement 2021-2023

Motion Mumin **Second** Johnson **Ayes** Mumin, Hassan, Johnson, Abdi, Ali, **Nays** N/A **Abstain** N/A
Absent Hersi



GOVERNING BOARD MINUTES - Regular Meeting

Report to Open Session

Reportable Action: NONE

Advance Planning

The next regularly scheduled Governing Board Meeting is to be held **on Friday, September 24, 2021** at 5:30PM.

Adjournment. 8:12 pm

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Office of Iftin Charter School at (619)265-2411. Notification of 48 hours prior to the meeting will enable the School to make reasonable arrangements to ensure accessibility to that meeting (28 CFR 35.102.35.104) Additional questions can be sent to Operations Manager, Abdi Mohamud, at Mohamud@iftincharter.net



"At CSMC We Rise by Lifting Others"

Financials through Sep 30, 2021

Monthly Financial Board Report

Prepared for: IFTIN Charter School

Prepared by School's CSMC SBM -Josh Eng

Financial Summary

Actual to Budget:

This report is as of **Sep 30, 2021** compared against our board-approved budget on **June 25, 2021** based on **400 students enrolled and 380 ADA**. Please note the budget is subject to change as enrollment and ADA increase/decreases.

YTD Revenues through **Sep 30, 2021** are **\$823,876** or **15.4% over** our current budget due to **revenue being received earlier than budgeted. There is no gain in unbudgeted revenue.**

YTD Expenses through **Sep 30, 2021** are **\$984,129** or **-.1% over** our current budget due to **the addition of new position (9 aides) and textbooks and core curriculum already exceeding the entire year budget by ~\$82K. The school is aware of these items and will be revising the budget soon.**

Therefore, net income is **(\$160,254)** or **40.5% under** our current budget.

Balance Sheet:



Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

Current Ratio (Liquidity)

Ability to pay short-term obligations



Current:

7.6

Target:

> 1.0

Formula:

$(\text{Current Assets}) / (\text{Current Liabilities})$

Defensive Interval

Months of continued operation without incoming funds



Current:

5.6

Target:

> 3 months

Formula:

$(\text{Cash} + \text{Securities} + \text{AR}) / (\text{Average Expenses for Past 12 Months})$

Cash Ratio

Ability to meet short-term obligations with cash



Current:

690.6 %

Target:

> 100.0 %

Formula:

$(\text{Cash}) / (\text{Current Liabilities})$



IFTIN Charter School Financial Snapshot

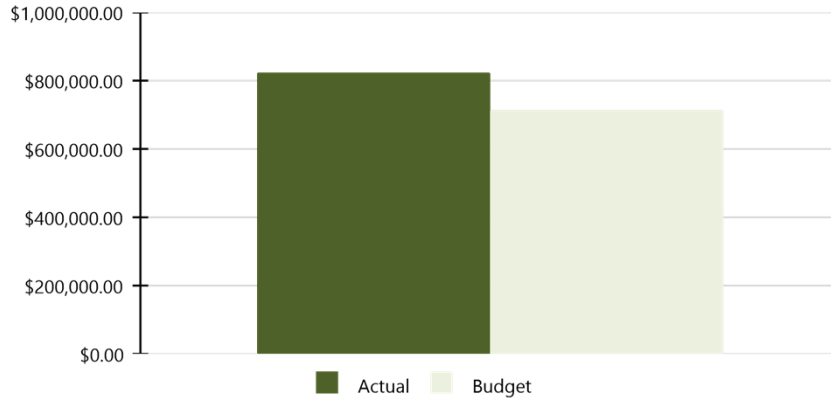
FY 2021-2022, July - September



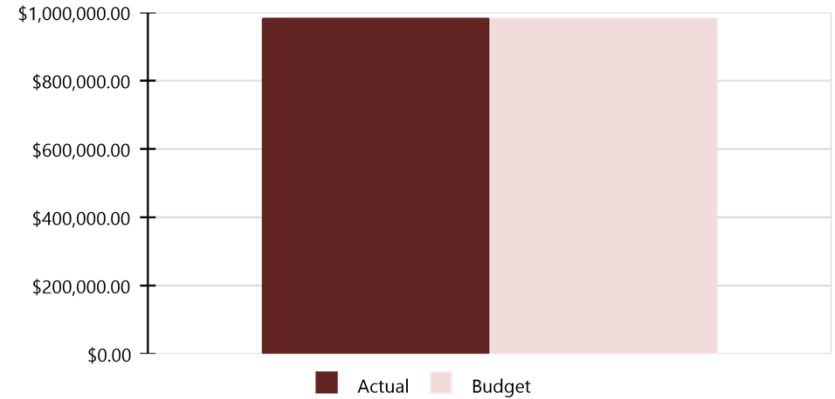
Cash Balance

\$1,998,793

Revenue to Date



Expense to Date



Revenue Summary

Actual	\$823,876
Budget	\$714,220
Actual to Budget	15.4 %

Expense Summary

Actual	\$984,129
Budget	\$983,480
Actual to Budget	0.1 %



Actual to Budget Summary

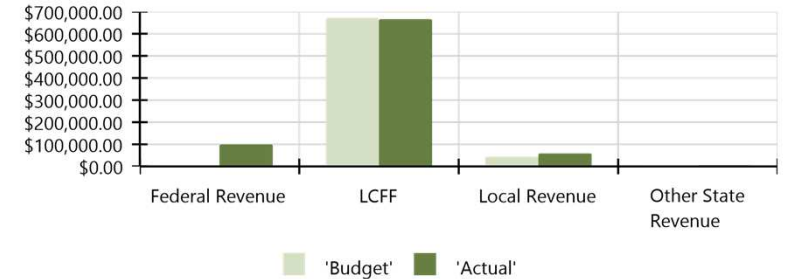
FY 2021-2022, July - September

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in ensuring you receive your revenue in a timely manner and that you stay within the board approved expenditure levels.

Revenue	Expenses	Surplus / (Deficit)
\$823,876	\$984,129	(\$160,254)

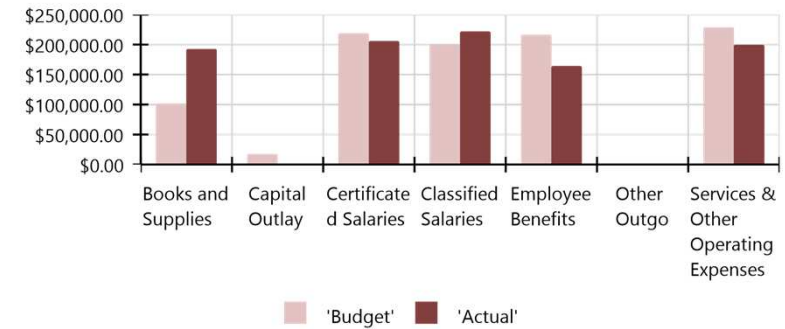
Account Description	July - Last Closed			2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF	\$665,531	\$670,743	(\$5,212)	\$3,931,132	16.9 %	\$3,265,601
Federal Revenue	\$99,433	-	\$99,433	\$697,201	14.3 %	\$597,768
Other State Revenue	-	-	-	\$315,900	0.0 %	\$315,900
Local Revenue	\$58,912	\$43,477	\$15,434	\$236,748	24.9 %	\$177,836
Total Revenue	\$823,876	\$714,220	\$109,655	\$5,180,981	15.9 %	\$4,357,106

Revenue by Category



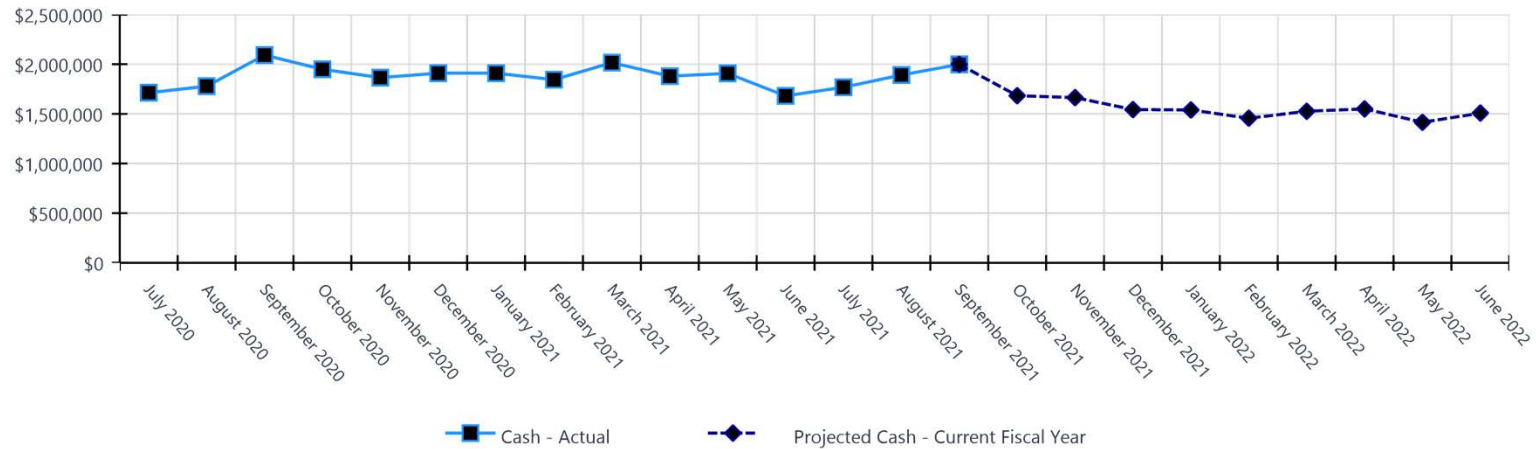
Account Description	July - Last Closed			2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
Certificated Salaries	\$205,830	\$218,803	\$12,973	\$1,731,084	11.9 %	\$1,525,254
Classified Salaries	\$221,863	\$200,434	(\$21,429)	\$1,035,285	21.4 %	\$813,422
Employee Benefits	\$164,162	\$216,438	\$52,276	\$1,024,016	16.0 %	\$859,854
Total Personnel Expenses	\$591,854	\$635,675	\$43,820	\$3,790,385	15.6 %	\$3,198,530
Books and Supplies	\$192,656	\$101,339	(\$91,317)	\$319,658	60.3 %	\$127,002
Services & Other Operating Expenses	\$199,619	\$228,788	\$29,169	\$960,907	20.8 %	\$761,288
Capital Outlay	-	\$17,679	\$17,679	\$71,000	0.0 %	\$71,000
Other Outgo	-	-	-	-	0.0 %	\$0
Total Operational Expenses	\$392,275	\$347,806	(\$44,469)	\$1,351,565	29.0 %	\$959,290
Total Expenses	\$984,129	\$983,480	(\$649)	\$5,141,950	19.1 %	\$4,157,820
Net Income	(\$160,254)	(\$269,260)	\$109,006	\$39,032	-410.6 %	\$199,285

Expense by Category



Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2020	\$1,712,769.35	Actual
August 2020	\$1,778,485.56	Actual
September 2020	\$2,092,562.42	Actual
October 2020	\$1,949,074.55	Actual
November 2020	\$1,865,479.60	Actual
December 2020	\$1,909,931.41	Actual
January 2021	\$1,909,763.09	Actual
February 2021	\$1,844,153.84	Actual
March 2021	\$2,016,507.23	Actual
April 2021	\$1,879,805.28	Actual
May 2021	\$1,907,920.08	Actual
June 2021	\$1,681,130.94	Actual

	Cash Amount	Actual or Projected
July 2021	\$1,768,130.82	Actual
August 2021	\$1,891,659.16	Actual
September 2021	\$1,998,792.83	Actual
October 2021	\$1,683,067.00	Projected
November 2021	\$1,664,074.00	Projected
December 2021	\$1,543,455.00	Projected
January 2022	\$1,539,440.00	Projected
February 2022	\$1,456,642.00	Projected
March 2022	\$1,526,057.00	Projected
April 2022	\$1,550,303.00	Projected
May 2022	\$1,415,264.00	Projected
June 2022	\$1,508,130.00	Projected



Balance Sheet Summary

FY 2021-2022 - September

Liquidity Ratio

7.6

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

Assets	
Current Assets	
Cash	\$1,998,793
Accounts Receivables	\$174,572
Prepaid Expenses	\$32,400
Total Current Assets	\$2,205,765
Fixed Assets	
Furniture and Fixtures	\$291,757
Accumulated Depreciation	(\$123,028)
Total Fixed Assets	\$168,730
Other Assets	
Security Deposits	\$7,826
Total Other Assets	\$7,826
Total Assets	\$2,382,321

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$83,214
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$97,220
Deposits held on behalf of other employees	\$13,926
Deferred Revenue	\$95,082
Total Current Liabilities	\$289,442
Long Term Liabilities	
Total Long Term Liabilities	\$0
Total Liabilities	\$289,442
Net Assets	
Unrestricted Net Assets	\$2,253,133
Profit/Loss YTD	(\$160,254)
Total Net Assets	\$2,092,879
Total Liabilities and Net Assets	\$2,382,321



CSMC Charter School Support Team



Executive VP of Client Services
Tom Nichols



tnichols@csmci.com



Regional SBM Director
Josh Eng



jeng@csmci.com



School Business Manager
Josh Eng



jeng@csmci.com



Regional AM Director
Mai Luong



mluong@csmci.com



Account Manager
Leah Stewart



lstewart@csmci.com



Associate AM
Jenny Nelson



jnelson@csmci.com



Looking Ahead

10/29/2021	ESSER III Expenditure Plan board approval
	Board Meeting
10/31/2021	If PENSEC filed, 20 Day Attendance Report
	ASES attendance and expenditure reports
	Federal Cash Management Data Collection (CMDC)
11/1/2021	Low Performing Students Block Grant program final report
11/3/2021	CSMC Webinar, open to all CSMC clients
11/17/2021	CSMC Virtual Office Hours, open to all CSMC clients
11/26/2021	Board Meeting
12/8/2021	CSMC Workshop, open to all CSMC clients
12/15/2021	CSMC Webinar, open to all CSMC clients
	First Interim Financial Report
12/17/2021	Board Meeting
1/3/2022	Due Early January: CARES, ESSER, ESSER II, ESSER III expenditure report
1/15/2022	P-1 Attendance Report
1/17/2022	Due Mid January: Special education level 2 and federal expenditure reports; timing and steps vary
1/19/2022	CSMC Virtual Office Hours, open to all CSMC clients





HELPING THE CHARTER MOVEMENT SUCCEED ONE SCHOOL AT A TIME

info@csmci.com

Office: 888.994.CSMC
43460 Ridge Park Dr., Ste. 100
Temecula, Ca 92590

POWERED BY:



Charter Vision

IFTIN Charter School

Check Register 9/1/2021 through 9/30/2021

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
10008337	9/2/2021	Raptor Technologies, LLC	Cleared	\$1,739.03	62-0000-1110-2100-4300-020-000	Materials and Supplies	Raptor 2D Visitor Barcode Reader, Annual Access Fee	\$1,739.03
10008340	9/2/2021	Lena Osman	Cleared	\$1,500.00	62-0000-1110-2100-5800-020-000	Professional/Consulting Services and Operating Expenditures	Stipend for Community Outreach	\$1,500.00
10008343	9/2/2021	Asho Farah	Outstanding	\$1,500.00	62-0000-1110-2100-5800-020-000	Professional/Consulting Services and Operating Expenditures	Stipend for Community Outreach	\$1,500.00
10008338	9/2/2021	TIAA Commercial Finance, Inc.	Cleared	\$1,006.49	62-0000-0000-2700-5605-020-000	Equipment Rental/Lease Expense	Equipment Lease	\$1,006.49
10008333	9/2/2021	Be Utmost Inc,	Cleared	\$6,875.00	62-0000-1110-1000-5810-020-000	Educational Consultants	Be Utmost Summer Program	\$6,875.00
10008334	9/2/2021	Great America Financial Services	Cleared	\$920.54	62-0000-1110-2100-4300-020-000	Materials and Supplies	Equipment Lease	\$920.54
10008341	9/2/2021	Advanced Steam Cleaning	Cleared	\$650.00	62-0000-0000-8100-5500-020-000	Operation and Housekeeping Services	Carpet Cleaning	\$650.00
10008342	9/2/2021	Nimo Adan	Outstanding	\$1,500.00	62-0000-1110-2100-5800-020-000	Professional/Consulting Services and Operating Expenditures	Stipend for Community Outreach	\$1,500.00
10008339	9/2/2021	Waxie Sanitary Supply	Cleared	\$887.83	62-0000-1110-2100-4300-020-000	Materials and Supplies	Latex PF GP	\$123.15
					62-0000-1110-2100-4300-020-000	Materials and Supplies	Waxie Mic Blk Coreless	\$764.68
10008336	9/2/2021	Quill LLC	Cleared	\$561.19	62-0000-1110-2100-4300-020-000	Materials and Supplies	Olive 8x11 80lb Paper 50Pk	\$25.63
					62-0000-1110-2100-4300-020-000	Materials and Supplies	Cardstock, Disp Gloves, Wipes	\$345.17
					62-0000-1110-2100-4300-020-000	Materials and Supplies	Lysol Sanitizing Wipes	\$190.39
10008335	9/2/2021	Landmark Healthplan of California, Inc.	Cleared	\$72.21	62-0000-1110-1000-3403-020-000	Health & Welfare Benefits	Sept 2021 Health Insurance	\$72.21
10008344	9/10/2021	Khadra Aden	Cleared	\$841.50	62-0000-0000-0000-9501-020-000	Accrued Salaries	Payroll - Stipends	\$841.50

IFTIN Charter School

Check Register 9/1/2021 through 9/30/2021

10008345	9/10/2021	Amina Mohamud	Cleared	\$841.50	62-0000-0000-0000-9501-020-000	Accrued Salaries	Payroll - Stipends	\$841.50
10008346	9/10/2021	Sahro Osman	Cleared	\$841.50	62-0000-0000-0000-9501-020-000	Accrued Salaries	Payroll - Stipends	\$841.50
10008347	9/17/2021	San Diego Unified School District	Cleared	\$39,072.99	62-0000-0000-8100-5500-020-000	Operation and Housekeeping Services	August 2021 Lease Fees	\$13,024.33
					62-0000-0000-8100-5500-020-000	Operation and Housekeeping Services	September 2021 Lease Fees	\$13,024.33
					62-0000-0000-0000-9330-020-000	Prepaid Expenses	October 2021 Lease Fees	\$13,024.33
10008348	9/28/2021	Sundus A. Mohamed	Cleared	\$3,309.07	62-0000-0000-0000-9501-020-000	Accrued Salaries	Payroll 09/24/21	\$3,309.07
10008349	9/28/2021	Cynthia H. Lucena	Cleared	\$3,465.25	62-0000-0000-0000-9501-020-000	Accrued Salaries	Replace Check 11954	\$3,465.25
10008350	9/30/2021	Charter School Management Corporation	Cleared	\$6,666.67	62-0000-0000-7300-5873-020-000	Financial Services	Oct 2021 BackOffice, Payroll, LCAP, SIS Attendance & CALPADS	\$6,666.67
Total Check Amount				\$72,250.77	Total GL Amount			\$72,250.77



Enlightenment through academic rigor, cultural literacy and compassion.

Hand Delivery and Via Email

October 11, 2021

Superintendent Dr. Lamont Jackson
San Diego Unified School District
4100 Normal Street, Room 2219
San Diego, CA 92103

RE: Request for Proposition 39 Facilities for the 2022-2023 School Year

Dear Superintendent Dr. Lamont Jackson:

I am writing on behalf of the Iftin Charter School (“Charter School”) to request reasonably equivalent school facilities from the San Diego Unified School District (“District”) pursuant to Education Code Section 47614 (i.e., Proposition 39) and Title 5 of the California Code of Regulations (“CCR”) Section 11969.1 through 11969.11, as amended (“Implementing Regulations”).

Proposition 39, passed by the voters of California on November 7, 2000, requires school districts to make available, to each charter school operating within the school district, school facilities sufficient for each charter school to accommodate all of the charter school’s in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the school district. Facilities provided shall be contiguous, furnished, and equipped, and shall remain the property of the school district. In addition, the school district must make reasonable efforts to provide the charter school with facilities near to where the charter school desires to be located. (See Education Code Section 47614(b)).

The Proposition 39 Implementing Regulations, adopted by the State Board of Education (“SBE”) in 2002, and amended in 2008, require the Charter School to make an annual written request for facilities. Title 5 CCR Section 11969.9(c)(1) specifies the information that must be included in the annual facilities request. This request, along with the information submitted herewith, meets and exceeds the requirements of Education Code Section 47614 and the Implementing Regulations.

Proposition 39 Request: 2022-23 School Year
Meaningful Interest Form

Projected Average Daily Attendance (ADA)

In accordance with Education Code Section 47614(b)(2), the District is required to allocate school facilities to the Charter School for the following school year based upon a projection of average daily classroom attendance provided by the Charter School.

The Charter School’s Governing Board determined that a reasonable projection of the Charter School’s in-District average daily classroom attendance for the 2022-23 school year is **413.76**. The following is a breakdown of the Charter School’s projected average daily attendance (“ADA”) as required by 5 CCR Section 11969.9(c)(1). The Charter School’s ADA figures are based on the methodology outlined in the following section.

Please note:

- “Prior year” means the fiscal year prior to the year in which a facilities request is made. For this request, the prior year is 2020-21.¹
- “Current year” means the fiscal year in which a facilities request is made. For this request, the current year is 2021-22.
- “Request year” means the fiscal year for which facilities are being requested. For this request, the request year is 2022-23.

Table 1: Total ADA

A	B	C	D
Grade Level	<u>Actual Total Prior Year (P-2) (2020-21)</u>	<u>Projected Total Current Year (2021-22)</u>	<u>Projected Total Request Year (2022-23)</u>
K	37.44	59.52	59.52
1	31.68	39.36	39.36
2	36.48	32.64	32.64
3	40.32	40.32	43.2
4	35.52	42.24	44.16
5	35.52	41.28	43.2
6	44.16	45.12	48.96
7	43.2	48.96	54.72
8	46.08	45.12	48
Total	350.4	394.6	413.76

¹ Please note that schools districts and charter schools were not required to report Average Daily Attendance, for apportionment purposes or otherwise, to the California Department of Education in the 2020-21 school year, and the Charter School did not maintain ADA data for this purpose in 2020-21.

Thus, while the Charter School is providing estimated ADA information for the 2020-21 school year in Tables 1-7 as a courtesy to the District and in order to best address the requirements of the Prop. 39 regulations, this information may not be relied upon by the District for purposes of 5 CCR Section 11969.8, and the Charter School hereby reserves all of its rights, privileges and abilities under applicable local, state, or federal law and its charter, including Proposition 39 rights and remedies.

Table 2: Total In-District ADA

A	B	C	D
Grade Level	<u>Actual Total Prior Year (P-2)</u> (2020-21)	<u>Projected Total Current Year</u> (2021-22)	<u>Projected Total Request Year</u> (2022-23)
K	36.37	53.76	56.64
1	30.61	34.56	36.48
2	35.41	30.72	32.64
3	39.25	40.32	43.2
4	34.45	39.36	42.24
5	34.45	38.4	41.28
6	43.09	44.16	47.04
7	42.13	48.96	52.8
8	45.01	43.2	47.04
Total	340.77	373.44	399.36

Table 3: Total Classroom ADA

A	B	C	D
Grade Level	<u>Actual Total Prior Year (P-2)</u> (2020-21)	<u>Projected Total Current Year</u> (2021-22)	<u>Projected Total Request Year</u> (2022-23)
K	37.44	59.52	59.52
1	31.68	39.36	39.36
2	36.48	32.64	32.64
3	40.32	40.32	43.2
4	35.52	42.24	44.16
5	35.52	41.28	43.2
6	44.16	45.12	48.96
7	43.2	48.96	54.72
8	46.08	45.12	48
Total	350.4	394.6	413.76

Table 4: Total In-District Classroom ADA

A	B	C	D
Grade Level	<u>Actual Total</u> <u>Prior Year (P-2)</u> (2020-21)	<u>Projected</u> <u>Total</u> <u>Current</u> <u>Year</u> (2021-22)	<u>Projected Total</u> <u>Request Year</u> (2022-23)
K	36.37	53.76	56.64
1	30.61	34.56	36.48
2	35.41	30.72	32.64
3	39.25	40.32	43.2
4	34.45	39.36	42.24
5	34.45	38.4	41.28
6	43.09	44.16	47.04
7	42.13	48.96	52.8
8	45.01	43.2	47.04
Total	340.77	373.44	399.36

The following tables represent the projected total Request Year **in-District ADA** (from Table 2 above) and the projected total Request Year **in-District classroom ADA** (from Table 4 above) broken down by grade level and the school in the District the pupils are otherwise eligible to attend. (5 CCR Section 11969.9(c)(2).)

Table 5: In-District ADA Broken Down by Grade Level and District Schools Where Pupils Would Otherwise Attend:

School Name/Grade	TK/K	1	2	3	4	5	6	7	8
Bell	0	0	0	0	0	0	1.92	0	0
Burbank	0	0.96	0	0.96	0	0	0	0	0
Carver	1.92	1.92	0.96	1.92	0	1.92	0	0	0
Central	6.72	4.8	1.92	3.84	3.84	0.96	0	0	0
Clairemont Canyons	0	0	0.96	0	0	0.96	0	0	0
Clark	0	0	0	0	0	0	7.68	6.72	5.76
Clay	6.72	0	0.96	0.96	0.96	1.92	0	0	0
Encanto	0	0.96	0	0.96	0.96	0	0	0	0
Euclid	3.84	0.96	0	4.8	3.84	2.88	0	0	0
Fay	5.76	3.84	3.84	1.92	2.88	1.92	0	0	0
Fletcher	0	0	0.96	0	0	0.96	0	0	0
Fulton	1.92	0	0	1.92	0	0.96	0	0	0
Gage	0.96	0	0	0.96	0	0.96	0	0	0
Garfield	0	0	0	0	0.96	0	0	0	0
Hamilton	0.96	1.92	0.96	0.96	0	0	0	0	0

Horton	0.96	0.96	0	0.96	0	0.96	0	0	0
Ibarra	0	2.88	3.84	4.8	2.88	3.84	0	0	0
Johnson	0	0	0.96	0.96	0.96	0.96	0.96	0	0
Joyner	0	0	0.96	0.96	0	0.96	0	0	0
Knox	0	0	0	0	0	0	1.92	4.8	6.72
Lewis	0	0	0	0	0	0	0	0	0.96
Logan Memorial	0	0	0	0	0	0	0	0.96	0
Mann	0	0	0	0	0	0	27.84	34.56	28.8
Marshall	5.76	5.76	2.88	1.92	4.8	6.72	0	0	0
McKinley	0.96	0	0	0	0	0	0	0	0
Millennial Tech.	0	0	0	0	0	0	2.88	1.92	0.96
Mt. Vernon	0	0	0	0	0	0	0	0.96	0
Oak Park	10.56	3.84	5.76	7.68	13.44	8.64	0	0	0
Porter	0.96	0	0.96	0.96	0.96	0	0	0	0
Rolando Park	0.96	0	0.96	0.96	0	0	0	0	0
Rosa Parks	2.88	0.96	4.8	1.92	1.92	3.84	0	0	0
Valencia Park	1.92	0.96	0.96	0	0.96	0.96	0	0	0
Webster	2.88	5.76	0	2.88	2.88	0.96	0	0	0
Wilson	0	0	0	0	0	0	3.84	2.88	3.84
Totals	56.64	36.48	32.64	43.2	42.24	41.28	47.04	52.8	47.04

Table 6: In-District Classroom ADA Broken Down by Grade Level and District Schools Where Pupils Would Otherwise Attend:

School Name/Grade	TK/K	1	2	3	4	5	6	7	8
Bell	0	0	0	0	0	0	1.92	0	0
Burbank	0	0.96	0	0.96	0	0	0	0	0
Carver	1.92	1.92	0.96	1.92	0	1.92	0	0	0
Central	6.72	4.8	1.92	3.84	3.84	0.96	0	0	0
Clairemont Canyons	0	0	0.96	0	0	0.96	0	0	0
Clark	0	0	0	0	0	0	7.68	6.72	5.76
Clay	6.72	0	0.96	0.96	0.96	1.92	0	0	0
Encanto	0	0.96	0	0.96	0.96	0	0	0	0
Euclid	3.84	0.96	0	4.8	3.84	2.88	0	0	0
Fay	5.76	3.84	3.84	1.92	2.88	1.92	0	0	0
Fletcher	0	0	0.96	0	0	0.96	0	0	0
Fulton	1.92	0	0	1.92	0	0.96	0	0	0
Gage	0.96	0	0	0.96	0	0.96	0	0	0
Garfield	0	0	0	0	0.96	0	0	0	0
Hamilton	0.96	1.92	0.96	0.96	0	0	0	0	0
Horton	0.96	0.96	0	0.96	0	0.96	0	0	0
Ibarra	0	2.88	3.84	4.8	2.88	3.84	0	0	0
Johnson	0	0	0.96	0.96	0.96	0.96	0.96	0	0
Joyner	0	0	0.96	0.96	0	0.96	0	0	0

Knox	0	0	0	0	0	0	1.92	4.8	6.72
Lewis	0	0	0	0	0	0	0	0	0.96
Logan Memorial	0	0	0	0	0	0	0	0.96	0
Mann	0	0	0	0	0	0	27.84	34.56	28.8
Marshall	5.76	5.76	2.88	1.92	4.8	6.72	0	0	0
McKinley	0.96	0	0	0	0	0	0	0	0
Millennial Tech.	0	0	0	0	0	0	2.88	1.92	0.96
Mt. Vernon	0	0	0	0	0	0	0	0.96	0
Oak Park	10.56	3.84	5.76	7.68	13.44	8.64	0	0	0
Porter	0.96	0	0.96	0.96	0.96	0	0	0	0
Rolando Park	0.96	0	0.96	0.96	0	0	0	0	0
Rosa Parks	2.88	0.96	4.8	1.92	1.92	3.84	0	0	0
Valencia Park	1.92	0.96	0.96	0	0.96	0.96	0	0	0
Webster	2.88	5.76	0	2.88	2.88	0.96	0	0	0
Wilson	0	0	0	0	0	0	3.84	2.88	3.84
Totals	56.64	36.48	32.64	43.2	42.24	41.28	47.04	52.8	47.04

Table 7: In-District Students Broken Down by Grade Level and District Schools Where Pupils Would Otherwise Attend:

School Name/Grade	TK/K	1	2	3	4	5	6	7	8
Bell	0	0	0	0	0	0	2	0	0
Burbank	0	1	0	1	0	0	0	0	0
Carver	2	2	1	2		2			
Central	7	5	2	4	4	1			
Clairemont Canyons	0	0	1	0	0	1	0	0	0
Clark	0	0	0	0	0	0	8	7	6
Clay	7	0	1	1	1	2	0	0	0
Encanto	0	1	0	1	1	0	0	0	0
Euclid	4	1		5	4	3	0	0	0
Fay	6	4	4	2	3	2	0	0	0
Fletcher	0	0	1	0	0	1	0	0	0
Fulton	2	0	0	2	0	1	0	0	0
Gage	1	0	0	1	0	1	0	0	0
Garfield	0	0	0	0	1	0	0	0	0
Hamilton	1	2	1	1	0	0	0	0	0
Horton	1	1	0	1	0	1	0	0	0
Ibarra	0	3	4	5	3	4	0	0	0
Johnson	0	0	1	1	1	1	1	0	0
Joyner	0	0	1	1	0	1		0	
Knox	0	0	0	0	0	0	2	5	7
Lewis	0	0	0	0	0	0	0		1
Logan Memorial	0	0	0	0	0	0	0	1	0
Mann	0	0	0	0	0	0	29	36	30
Marshall	6	6	3	2	5	7	0	0	0
McKinley	1	0	0	0	0	0	0	0	0
Millennial Tech.	0	0	0	0	0	0	3	2	1

Mt. Vernon	0	0	0	0	0	0	0	1	0
Oak Park	11	4	6	8	14	9	0	0	0
Porter	1	0	1	1	1	0	0	0	0
Rolando Park	1	0	1	1	0	0	0	0	0
Rosa Parks	3	1	5	2	2	4	0	0	0
Valencia Park	2	1	1		1	1	0	0	0
Webster	3	6		3	3	1	0	0	0
Wilson	0	0	0	0	0	0	4	3	4
Totals	59	38	34	45	44	43	49	55	49

Methodology Used In Making ADA Projection:

The methodology we used to calculate the Charter School’s enrollment projections is as follows. (Regulations § 11969.9(c)(1)(B).) We analyzed the Charter School’s historical enrollment and ADA, along with its growth trends and outreach within our school community. Since the 2017-18 school year, the Charter School has grown by 8.7% (increasing from 311 students in the 2017-18 school year to 338 students in the 2018-19 school year), then by 6.5% (from 338 students to 360 students in 2019-20), 1.9% in 2020-21 (increasing from 360 students to 367 students and finally 2021-22 to reach our current enrollment of 411. Our growth rate this year has increased by 12%. We consider our 12% growth this year to be a success as compared with the enrollment decreases experienced statewide.

We are projecting that our enrollment will increase to 431 students for the 2022-23 request year, which is only a 5% growth rate over the current year and is conservative given that our enrollment has historically increased by an average of 7.3% during the pre-pandemic years. Our historic ADA, enrollment and growth data are provided in the following table:

SchoolYear	Enrollment	ADA Claimed at P-2	Growth Percentage Change
2017-18	311	301.60	
2018-19	338	326.57	8.7%
2019-20	360	331.97	6.5%
2020-21	367	N/A	1.9%
2021-22	411		12%

Next, we turned to our families and school community to assess their enrollment plans as compared with our experience from prior years. We asked our current families to indicate whether they are meaningfully interested in having their students return next year by signing a form. Of the 411 students currently enrolled at the Charter School, 47 students are in 8th grade and will be matriculating to high school next year. Of the remaining 364 students, who are currently enrolled in grades TK-7, the parents for 322 students indicated that they are meaningfully interested in returning next year. Our current student roster with parent signatures for those students who are meaningfully interested in returning next year is submitted with this facilities request, as noted below.

Finally, we calculated our in-District ADA based on our projected enrollment of 431 students by looking at our historical data. We typically enroll six to 22 students each year who do not reside within the Proposition 39 Request: 2022-23 School Year Meaningful Interest Form

District's boundaries. For purposes of our conservative projection, we project that number at fifteen. Therefore, we project our in-district enrollment will be 416 students next year. The breakdown of where those 416 students would otherwise attend school is tracked in Table 7 above. We then applied our 96% ADA rate to our projected in-district enrollment figure in order to calculate our projected in-district ADA. This rate is the average of the ADA rates by grade level that are tracked in our report of P-2 ADA for the 2019-20 school year, which is provided with this facilities request. The breakdown of where the students would otherwise attend school, in terms of ADA generated by those students, is tracked in Tables 5-6 above. We do not plan to offer non-classroom-based programs next year, therefore our in-district ADA and in district classroom ADA figures are the same.

As demonstrated herein, we have analyzed the Charter School's historical enrollment and growth trends in order to arrive at our total projected in-District classroom ADA for the request year. Our enrollment projections are consistent with our charter petition.

Supporting Documentation

Iftin is an existing charter school that does not project a substantial increase of in-district ADA, therefore, Iftin submits its ADA projections pursuant to Regulations Section 11969.9(c)(1)(A) and is not required to submit the documentation described in Regulations Section 11969.9(c)(1)(C) for new charters and existing schools that project a substantial ADA increase. However, in order to assist the District in reviewing our request and its own facilities planning, we submit with this request and incorporate by reference the following documents:

- (1) 2019-2020 Report of ADA claimed for apportionment; and,
- (2) 2020-2021 Student roster with signatures for returning students

Please note that for all schools in the state, the typical P-2 ADA report is not available for 2019-2020 school year due to the COVID-19 pandemic. Therefore, we are submitting our report of ADA claimed for apportionment for the period of July 1, 2019 through February 29, 2020 pursuant to Senate Bill 117.

Should the District desire additional documents or information regarding the Charter School's ADA projections, please contact me as soon as possible. We stand ready to cooperate with the District to immediately address any questions or concerns about this request and the supporting documentation.

Operational Calendar

We have included for the District's review the Charter School's draft operational calendar for the 2022-23 request year. (Regulations § 11969.9(c)(1)(D).) The Charter School's first day of instruction is on August 29, 2022. Please note that Regulations Section 11969.9(j) requires the District to provide a furnished and equipped facility meeting the requirement of Proposition 39 no less than ten (10) working days before our first day of instruction. In addition, in accordance with Regulations Section 11969.5, the space must be available for our entire school year regardless of the District's instructional year or class schedule.

Educational Program

The following information regarding the Charter School's educational program is relevant to the District's assignment of facilities. (Regulations § 11969.9(c)(1)(F).) Key components of the Charter School's educational program include a focus on Project-Based Learning integrated curriculum, such as science and math labs, before- and after-school programs, summer school, inter-sessions, professional development days, and an enrichment program. In addition, we provide high-quality parent engagement and will need to use a multi-purpose room to hold parent education and parent meetings in the evenings over the course of the year.

In order to provide these aspects of our educational program, the facility allocated to the Charter School must provide the following:

- Use of the Multi-purpose/Library room or a similar space to use from 7:30am-4:30 pm
- Classroom and outdoor space for our Project-Based Learning program
- At least one classroom equipped to serve as a science lab with water and gas connections
- Classroom space for our before and after school, summer school, inter-sessions, and our enrichment programs
- Meeting space for staff development and teacher preparation
- Age-appropriate restrooms for our younger students in TK-K, and separate age-appropriate restrooms for our elementary school age and middle school age students
- Reasonably equivalent teaching station (i.e., classroom) space, specialized teaching space, including special education space, and non-teaching station space.

In order to provide equivalent facilities, we will also need sufficient playground space and age appropriate equipment for younger students in the TK (Early Learners) and Kindergarten classes, as well as sufficient and age-appropriate playground space for our elementary school grade and middle school grade students.

In addition, and in accordance with its charter and its budget, the Charter School operates grade levels TK through 8th on one contiguous school site. Consequently, the Charter School's educational program requires a single contiguous school site in which to operate.

Facility Location

We provide the following information regarding the District school site and/or general geographic area in which the Charter School wishes to locate. (Regulations § 11969.9(c)(1)(E).) We wish to remain located at our current District site at 5465 El Cajon Blvd., San Diego, CA. Iftin has consistently operated at this location for fourteen (14) years without interruption, and there is no necessity to move the school to a different location. Our community recognizes 5465 El Cajon Blvd. as Iftin's home.

Procedures and Timelines:

We look forward to receiving a written preliminary facilities proposal from the District on or before February 1, 2022, as required under the Implementing Regulations. (5 CCR Section 11969.9(f).) and the District's final notification regarding the space to be allocated to the Charter School by April 1, 2022.

Although Proposition 39 requires the District to allocate a school facility for Charter School use on



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an annual basis, the Charter School would like to discuss alternative facilities arrangements that meet both the needs of the District and the Charter School, including multi-year facilities use agreement as we have historically had with the District.

The Charter School has delegated to me the responsibility to negotiate the allocation of a facility under Proposition 39 or otherwise. My contact information is as follows:

Maslah Yussuf, CEO
5465 El Cajon Blvd.
San Diego, CA 92115
(619) 265-2411 x 2117
Yussuf@iftincharter.net

I appreciate your time and consideration of this request and I look forward to developing a plan to meet the facilities needs of the Charter Schools students.

Sincerely,

Maslah Yussuf, CEO
Iftin Charter School

Attachments (the following attachments are incorporated by reference herein):

- (1) 2019-2020 Report of ADA claimed for apportionment
- (2) 2021-2022 Student roster with parent signatures for returning students
- (3) 2021-2023 Operational calendar



Master Calendar 2021-23

2021 - 2022	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	Student	Staff	Admin		
July				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30					
August	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				2	7	22		Instructional Day
September			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		21	21	21		School's Closed
October				1		4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	21	21	21		Teacher Days
November	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				18	18	18		Admin Days
December			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	13	13	13		Min Day - TC/PD
January	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					20	20	20		End of Q
February		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28					18	18	18		
March		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		23	23	23		
April				1		4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	16	16	16		
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				16	16	16		
June			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		12	13	20		
July				1		4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
																										180	186	208		
2022 - 2023	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	Students	Staff	Admin		
July				1		4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
August	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			3	8	23		
September				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	21	21	21		
October	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					21	21	21		
November		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			18	18	18		
December				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	12	12	12		
January	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				21	21	21		
February			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28				18	18	18		
March			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	23	23	23		
April	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						10	10	10		
May	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			21	21	21		
June				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	12	13	20		
July	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31									
																										180	186	208		



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Iftin Charter School	Maslah Yussuf CEO	Yussuf@iftincharter.net 619-265-2411x2117

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP Local Control and Accountability Plan 2021-22	www.iftincharter.net
COVID-19 Safety Plan In-person Instruction	http://www.iftincharter.net/2021-22_COVID-19_Safety_Plan.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$1,057,245

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$302,500
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$754,745
Use of Any Remaining Funds	N/A

Total ESSER III funds included in this plan

\$1,057,245

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

ICS provided opportunities for the participation of community input in developing multiple plans. This includes the The LCP (Learning Continuity and Attendance Plan, 2021 Local Control and Accountability Plan (LCAP), Expanded Learning Opportunity Grant (ELO), ICS connected with families, students, and School site Council and ELAC committees. Feedback from stakeholders were used to monitor existing programs and services as well as guide future planning efforts. The school increased efforts in community engagement. Surveys, Parent Liaison, Community Outreach Efforts, Monthly Parent Meetings and surveys informed our planning and decision-making process. The ESSER III Expenditure Plan allowed for new actions and needs while continuing items originally funded under ESSER I and II.

A description of how the development of the plan was influenced by community input.

ICS held community meeting for ESSER III Expenditure Plan on 9/17/2021 and stakeholders were invited to attend monthly parent and Governing Board meetings, to provide input regarding recovery efforts specifically in the areas of safe in-person learning, learning loss recovery, and other impacts caused during the pandemic. LCAP and ELO process informed multiple plans. Surveys was made available to all stakeholder during meetings and on website. Informal and formal discussions during school community meetings; leadership team meetings; staff meetings; Parents participated in meetings, translation in Somali and Spanish was provided. All feedback was collected and guided the development of the ESSER III Expenditure Plan. Board approval meeting date 10/29/21.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$302,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, 3.1: Safe In Person Instruction	Facilities Maintenance	Maintaining clean and healthy facility. Increased Custodial Staff, Building Repairs and operation housekeeping and Improving ventilation in classroom.	\$192,000
Safe In-Person Instruction	Supplies to mitigate the spread of COVID-19 and safe operations	Purchase of Personal protective equipment (PPE) and sanitization supplies PPEs, additional nursing and custodial supplies/services	\$85,000
LCAP 1.1, 1.2, 2.1	Training and Professional Development on sanitation and minimizing	Training on managing clean, safe and healthy learning environment for staff.	\$19,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	spread of infectious diseases.		
Safe In-Person Instruction	Touch-less water dispensers	Water fountains to reduce spread of COVID-19	\$6,500

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$754,745

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP 1.3,1.4, 3.1,3.3	Expanded learning time and targeted support	Before and After school tutoring and support opportunities.	\$85,500
ELO 1.1,3.2	Summer Academy	Provide summer learning opportunities to address learning loss	\$125,000
LCAP 2.3,3.1, ELO2.2	Instructional Aides, Reading Interventionist and Supplemental supports	Access to instructional support staff, reading interventionist and other resources to enhance instructional opportunities	\$232,245
LCAP 1.1, 2.4, 3.2	Assessments, Supplemental Curriculum and Instructional Supplies	New Literacy supplemental resource, leveled books and language supports, Edgenuity Interactive online program, additional classroom materials to support learning outcomes.	\$177,000
LCAP 3.1,3.2	Mental Health Services	Mental Health services and supports to improve socio-emotional well-being of students. Access to school psychologist to provide counseling and assess needs identified through tier 2 and 3.	\$135,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

N/A

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Expanded learning time and targeted supports	Participation of instructional offerings, benchmark assessments and achievement analysis.	Quarterly
Summer School Academy	Enrollment analysis and participation of programs.	Pre and Post assessment outcomes
Interventions and supplemental supports	Track progress; participation, measure of academic growth.	Monthly review
Assessments, supplemental curriculum and instructional supplies	Track curriculum and inventory of usage and requests	Quarterly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Mental Health Services	Monitor program services and student outcomes, student surveys, referrals. Data will be collected to determine students' needs for the supports identified.	Quarterly

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Recognition of Religious Beliefs and Customs Board Policy

Instructional support services provided to Iftin Charter School may include references to religion and may use religious literature, art, music, symbols, and related media to illustrate the subject matter being taught. Such instruction should be designed to broaden students' understanding of other religions and recognition of others' rights to practice their religion.

Factual and objective teaching about religion must be distinguished from religious indoctrination, which is clearly forbidden in public schools. Religion may be taught from an historical, cultural, sociological, or other educational perspective, but must not favor the beliefs and customs of any particular religion or sect over any others.

Staff shall be highly sensitive to its obligation not to interfere with or relate one's personal opinions or value judgment about religion while teaching about religion. School-sponsored programs should not be, nor have the effect of being, religiously oriented or a religious celebration.

Instruction which is contrary to a student's religious beliefs and teachings may be optional for that student, in accordance with the Education Code or at the discretion of the Iftin Charter School CEO or his/her designee.

The Iftin Charter school Board recognizes that holidays demonstrate the diversity and rich heritage of our community members. ICS facilities and classroom decorations and costumes may express seasonal themes that are not religious in nature.

Legal Reference: Education Code 51240, 51511

Rights and Responsibilities of Students Board Policy

PRIVACY RIGHTS OF STUDENTS:

The Iftin charter school Board recognizes that personal beliefs are a private matter. Without the written notice and written consent of a parent/guardian, no student shall be given any test, survey, questionnaire or examination containing questions about personal or family beliefs or practices in sex, family life, morality, or religion.

SEARCH AND SEIZURE:

The Iftin charter school Board recognizes that incidents may occur where the health, safety and welfare of students and staff are jeopardized and which necessitate the search and seizure of students or their property by Iftin charter school officials.

The Iftin charter school Board authorizes the school administrators to conduct searches when there are reasonable grounds or suspicion that the search will uncover evidence that the student is violating the law or the rules of the Iftin Charter School. The Board urges that discretion, good judgment, and common sense be exercised in all cases of search and seizure. Every attempt shall be made to contact a law enforcement officer prior to a search of a student. When a law enforcement officer is not available, searches shall be made in the presence of at least one other employee of the Iftin charter school. Employees shall not conduct strip searches or body cavity searches.

In determining whether reasonable cause for a search exists, program administrators shall consider:

1. The age and previous behavior patterns of the student
2. The prevalence and seriousness of the problem to which the search is directed
3. The urgency requiring the search without delay
4. The substantive value and reliability of the information used as a justification for the search
5. The location of the student at the time of the incident that gave rise to reasonable suspicion.

The administrator shall notify the parent/guardian of the student being searched as soon after the search as is reasonably possible.

STUDENT PHOTOGRAPHS:

The Iftin Charter School Board intends to protect students from exploitation and to respect a student's right to privacy. Therefore, taking photographs of students is limited to school or program use. Photographs of any student under eighteen (18) years of age, or any special education student regardless of age, may not be taken without prior written consent of the parent/guardian. Students who are designated wards and/or dependents of the Court may not be photographed without a court order permitting such photographs.

The ICS assigns responsibility for protecting students from being photographed without proper authorization to the administrators. The ICS also prohibits employees from photographing students for publication or commercial use without consent.

FREEDOM OF SPEECH/EXPRESSION:

The ICS recognizes the right of the individual student to exercise freedom of expression; however, the establishment of a public educational program requires the formation of rules and regulations to maintain an orderly process of learning with standards of student conduct and language appropriate to an academic environment.

The ICS directs that students shall have the right to exercise freedom of speech and of the press. The ICS authorizes students to use bulletin boards, to distribute printed materials or petitions, to wear buttons, badges, or other insignia and to freely express opinions in official publications. Students shall be prohibited from expression that is obscene, libelous, or slanderous.

Also prohibited shall be material that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the school or program operated by the ICS.

NOTIFICATIONS TO PARENTS/GUARDIANS AND STUDENTS REQUIRED BY LAW:

The ICS recognizes the importance of communication between the home and school. The ICS Board directs that students and parents/guardians shall be sent all notifications required by law, including notifications about their legal rights.

The ICS Board directs that the school administrators shall distribute annually to the parent/guardian of all minor students a written notice regarding the rights and responsibilities of the parent/guardian. The annual notice shall include all applicable notifications required by Education Code section 48980.

The ICS Board desires that, insofar as practicable, notifications shall be written in the student's home language. Whenever a teacher learns that a student's parent/guardian is for any reason unable to understand printed notifications, the school administrators shall provide the parent/guardian assistance in establishing other appropriate means of communication.

SEXUAL HARASSMENT:

The ICS Board prohibits unlawful sexual harassment of or by any student or by anyone in or from the Iftin Charter School. This includes verbal, visual, or physical conduct of a sexual nature or of a hostile nature based on gender, that is unwelcome and pervasive or severe. This includes "student-to-student," or peer, sexual harassment and teacher-student

harassment. Teachers shall discuss this administrative regulation with their students in age-appropriate ways and shall assure students that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the Iftin Charter School may be subject to disciplinary action. For disciplinary purposes, student conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. Any employee who permits known sexual harassment or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The ICS Board expects students and staff to immediately report incidents of sexual harassment to the school administrator or his/her designee or to administrator. Any student who feels he/she is being harassed should immediately contact the school administrator or his/her designee or another administrator in order to obtain a copy of the complaint procedures. Complaints of sexual harassment can be filed in accordance with these procedures.

STUDENT SUSPENSION/DUE PROCESS:

The ICS shall provide for the fair and equitable treatment of students facing suspension affording them their due process rights under the law.

The school administrator may suspend a pupil from school for any of the acts enumerated in Education Code section 48900 for no more than five consecutive schooldays or 30 days in any school year.

Suspension shall be preceded by an informal conference conducted by the administrator or designee with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the administrator. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. This conference may be omitted if the administrator determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

Notices to Parents:

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters.

Attendance of Suspended Student's Parent/Guardian for Part of School Day

When a student is suspended from a class for committing an obscene act, engaging in profanity or vulgarity, disrupting school activities or otherwise defying the valid authority of school personnel, the teacher may require the student's parent/guardian to attend a portion of the school day in the class. The parent/guardian shall receive written notice that such attendance is required pursuant to law.

Legal Reference: Civil Code 51.9

Education Code: 200-201, 210, 212- 231.5, 48900 et seq., 48950, 48980, 49050-49051 Penal Code 422.6

California Code of Regulations:, Title 5 303, 4916, 4964

California Constitution: Article 1, Section 2

Federal Legislation: 20 U.S.C. § 1681 et seq., Title IX, Educational Amendments of 1972 U.S.

Constitution: Amendment 1

Court Decisions: New Jersey v. T.L.O. (1985) 469 U.S. 325 Davis v. Monroe County Board of Education (1999) 526 U.S. 629

School-Sponsored Trips Board Policy

The Iftin Charter School Board recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world.

School administrators shall ensure that school-sponsored trips comply with the following procedures:

1. Plans for school-sponsored trips are pre-approved by the program administrator.
2. Plans for school-sponsored trips provide for the safety of students and their proper supervision by certificated staff. Other employees of the Iftin Charter School and parents/guardians may also participate in the supervision and may be asked to attend preparatory training sessions and/or meetings.
3. Students shall have written parental/guardian permission in order to participate in school-sponsored trips. An alternative educational experience shall be provided for students whose parents/guardians do not wish them to participate in a school-sponsored trip

Legal Reference: Education Code 35330, 35331, 35335, 35350, 32041, 32043, 44808

Suicide Prevention, Intervention and Postvention Policy

The Iftin Charter School Board establishes this administrative regulation to provide measures and strategies for suicide prevention, intervention, and postvention for students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth pursuant to Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016).

The measures and strategies established in this administrative regulation shall apply to students, teachers, and other employees at Iftin charter school. The responsibility for implementation and maintenance of this administrative regulation shall be assigned to the CEO or his/her designee.

Staff Development:

Suicide prevention training shall be provided to teachers, counselors, and other employees at the school who interact with students at the middle school level. Additional professional development in suicide risk assessment and crisis intervention (suicide intervention) shall be provided to school-employed mental health professionals (e.g., school counselors, psychologists, or social workers). Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials shall also include programs that can be completed through self-review of suitable suicide prevention materials.

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups
7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Prevention (Instruction):

The school or school program's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Develop coping and resiliency skills and self-esteem.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

1. Suicide risk factors, warning signs, and protective factors
2. How to talk with a student about thoughts of suicide
3. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Intervention:

Every statement regarding suicidal intent shall be taken seriously. A staff member at the school who has received advanced training in suicide intervention shall be designated as the primary suicide prevention liaison. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, they shall promptly notify the primary designated suicide prevention liaison.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school psychologist for the sole purpose of referring the student for treatment.

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so.

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the suicide prevention liaison or designee(s) shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible.

The suicide prevention liaison or designee(s) shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The suicide prevention liaison or designee(s) shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the suicide prevention liaison or designee(s) shall meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the suicide prevention liaison or designee(s) shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the suicide prevention liaison or designee(s) shall meet with the parents/guardians and, if appropriate, with the

student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention:

In the event that a student dies by suicide, the suicide prevention liaison or designee(s) shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the suicide prevention liaison or designee(s) shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The suicide prevention liaison or designee(s) shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors/psychologists or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the Iftin Charter school-designated spokesperson that shall not divulge confidential information. The school's response shall not sensationalize suicide and shall focus on the school's postvention plan and available resources.

After any suicide or attempted suicide by a student, the suicide prevention liaison or designee(s) shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Legal Reference: Education Code 215, 32280-32289, 49060-49079, 49602, 49604

Government Code: 810-996.6

Penal Code: 11164-11174.3

Welfare and Institutions Code: 5698, 5850-5883

Court Decisions: Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

The Iftin Charter School Board Policy

Title IX Policy for Sexual Harassment

The Iftin Charter School (“School”) is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendment Act of 1972 (“Title IX”) prohibits discrimination on the basis of sex, including sexual harassment, in the School’s education programs and activities.

This Title IX Policy for Sexual Harassment (“Policy”) details the School’s commitment to maintain a learning environment that is free from sexual harassment and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at School to School staff (e.g., CEO/Principal, teacher), and the School will take appropriate action in accordance with this Policy.

Sexual harassment is a form of gender discrimination in that it constitutes differential treatment on the basis of gender, gender identity or expression, or sexual orientation, and, for that reason, is a violation of state and federal laws and a violation of this Policy.

The School considers sexual harassment to be a major offense, which can result in the suspension or expulsion of students and termination of employees.

Definition of Sexual Harassment Under California Law:

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here:

[https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=230.#:~:text=\(a\)%20On%20the%20basis%20of,or%20other%20pr ogram%20or%20activity.](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=230.#:~:text=(a)%20On%20the%20basis%20of,or%20other%20pr ogram%20or%20activity.)

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation or bullying based on gender,

sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to the School's Uniform Complaint Procedures. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. The School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Students have all the rights set forth in Education Code section 221.8 (as applicable to School's programs): This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=221.8

For more information about Gender Equity/Title IX, please visit the following CDE website: <https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

Definitions:

- 1) **Complainant:** is the individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.
- 2) **Respondent:** is the individual who has been reported to be the perpetrator of conduct that could be constitute Sexual Harassment.
- 3) **Formal complaint:** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment.
- 4) **Remedies:** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.
- 5) **Title IX Coordinator:** Any individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or any person designated by the School to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or those respondents generally or an individual complainant or respondent.

Title IX Grievance Procedures for Sexual Harassment

I. Scope and Prerogative

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. School employees or students may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

- a) A School employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcomed sexual conduct.
- b) Unwelcomed conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity.
- c) Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30).

II. Title IX Coordinator

The School has designated the following individual as its Title IX Coordinator to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy:

Name: Abdi Mohamud
Title: Operations Manager/Title IX Coordinator
Address: 5465 El Cajon Blvd. San Diego, CA 92115
Phone: 619-265-2411 x3065
Email: mohamud@iftincharter.net

The Title IX Coordinator may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinator, the following Title IX personnel are involved in the formal complaint process:

1. **Investigator:** The individual responsible for gathering all evidence related to the formal complaint. This individual will create an “Investigation Report” which will summarize the relevant evidence.
2. **Decision-Maker:** The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker cannot be the Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.
3. **Title IX Appeals Officer:** If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be the Title IX Coordinator, Investigator, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a formal complaint are neutral.

III. Reporting Allegations of Sexual Harassment and Submitting Formal Complaints

Any individual (e.g., a student or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a student who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the School’s Title IX Coordinator, or to any other available School employee who shall immediately inform the Title IX Coordinator.

Upon receiving such a report, whether written or verbally, the Title IX Coordinator will contact the complainant and inform them of their right to file a formal complaint and the process for filing a formal complaint.

A formal complaint is one that contains the complainant’s physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.

IV. The School's Initial Response to a Report of Sexual Harassment

Upon receipt of any report of Sexual Harassment, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

- 1) Contact Complainant and Determine Need for Supportive Measures: The Title IX Coordinator will contact the complainant and respondent to discuss the availability of supportive measures to stop the harassment, protect students, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to complainant the right to file a formal complaint and the process for filing a formal complaint.
 - i) Supportive measures are non-disciplinary and nonpunitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or course-related adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.

- 2) Determine Need for Emergency Removal: The Title IX Coordinator will review the facts to determine whether the respondent (either student or staff) may need to be removed from the school setting to prevent any further sexual harassment and/or maintain the safety of students and staff.
 - i) If the respondent is a student, the School may determine that removal from the educational program is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations. The School will conduct an individualized safety and risk analysis before the removal. The School shall provide the student with notice and opportunity to challenge the decision immediately following the removal consistent with expulsion procedures set forth in the charter. The School will comply with applicable laws concerning disciplining or expelling students.
 - ii) If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.

- 3) Consider Use of Informal Resolution Process: At any time after an informal or formal complaint has been filed, but before reaching a determination regarding the allegation, the School may offer an informal resolution process (such as a mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student.

V. Initial Review of Formal Complaint:

If a formal complaint is filed, the Title IX Coordinator will review the complaint to determine whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable School policy (e.g., Uniform Complaint Procedures).

VI. Mandatory or Permissive Dismissal of Formal Complaint:

Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than ten (10) school days from the date they receive the formal complaint.

- 1) Mandatory Dismissal: The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:
 - i) The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved; or
 - ii) The alleged conduct did not occur in the School's education program or activity or did not occur against an individual in the United States.
- 2) Permissive Dismissal: The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:

- i) The complainant has notified the School, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
 - ii) The respondent is no longer enrolled in, or employed by, the School; or
 - iii) Specific circumstances prevent the School from gathering evidence to reach a determination with regard to the complaint.
- 3) Written Notice of Dismissal: If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:
- i) The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the “Appeals” section below.
 - ii) If the Title IX Coordinator determines another School grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant’s allegation(s), the written notice shall inform the parties (complainant and respondent) of the School’s intent to investigate the complaint through that grievance procedure.

VII. Title IX Grievance Procedures:

If the Title IX Coordinator does not dismiss the formal complaint, the School will initiate the following Title IX Grievance Procedures and issue a Written Decision. The School will endeavor to complete its investigation and issue a Written Decision within ninety (90) school days of receipt of the formal complaint.

1) Send Written Notice of Formal Complaint:

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within ten (10) school days of receipt of the formal complaint. The notice shall include: (a) a copy of this Policy; (b) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (c) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the

conclusion of complaint process; (d) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (e) a statement informing the parties that they must not knowingly make false statements or submit false information.

2) Investigator Conducts Investigation:

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

3. Investigator Provides Parties Equal Opportunity to Review Collected Evidence:

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least (10) school days before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, provide or suggest additional evidence to be considered by the Investigator.

4. Investigator Prepares and Shares Investigative Report:

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not the School's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least (10) school days before issuance of the Written Decision. The School will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

5. Decision-Maker Issues Written Decision:

The Decision-Maker will endeavor to issue the Written Decision within ninety (90) school days from the receipt of the formal complaint. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the “preponderance of evidence” standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- i) Identification of the allegations potentially constituting Sexual Harassment.
- ii) A description of the procedural steps taken by the School during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
- iii) Findings of fact supporting the determination.
- iv) Conclusions regarding the application of the School’s policies to the facts.
- v) A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School’s educational program will be provided by the School to the complainant.
- vi) The School’s procedures and permissible bases for either party to appeal the decision

6. Remedies:

If the School determines that the respondent engaged in Sexual Harassment, the School will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, the School will take appropriate

disciplinary action, up to and including termination, in accordance with School policies and as permitted by law.

VIII. Appeals:

Either party may appeal the School's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within five (5) school days of the decision. An appeal may be made on any of the following grounds:

- 1) A procedural irregularity affected the outcome.
- 2) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
- 3) The Title IX Coordinator, Investigator(s), or Decision-Maker(s) had a conflict of interest or bias for or against complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, the School will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal. The Title IX Appeals Officer will endeavor to issue their decision within thirty (30) school days from the receipt of the appeal.

IX. Record Keeping:

The School will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations, as well as all material used to train Title IX Personnel.

INDEPENDENT STUDY BOARD POLICIES

The Governing Board authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning.

The CEO or designee may provide a variety of independent study opportunities including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, and an online course.

These policies apply to all pupils participating in independent study at the **Iftin charter school** (the “School”).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, two weeks
- For pupils in grades four through eight, two weeks

When special or extenuating circumstances justify a longer time for individual students, the CEO or their designee may extend the maximum length of an assignment to a period to not to exceed eight weeks, pursuant to a written request with justification.

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete three consecutive missed assignments during any period of 15 school days or fails to make satisfactory progress (as defined below) the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student
-

Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),

- The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University,
 - The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
 - The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),
 - The English learner reclassification rate,
 - The percentage of pupils who have passed an advanced placement exam with a score of “3” or higher, and
- Pupil engagement, as measured by all of the following, as applicable:
- School attendance rates,
 - Chronic absenteeism rates,
 - Middle school dropout rates,
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher,

Academic Content: Independent study shall include the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Tiered Reengagement: For all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week, or who are in violation of their written agreement, the school shall have procedures including the following reengagement strategies:

- Verifying current contact information for the pupil,
 - Notifying parents or guardians of lack of participation within one school day of the
-

absence or lack of participation,

- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study,

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,

For the purposes of this policy, "live interaction" means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of Internet or telephonic communication.

For the purposes of this policy, "synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher of record and the pupil.

Return to In-Person Instruction: For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days,

Written Agreements: (5 C.C.R. § 11702). A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated, and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements shall be signed, prior to the commencement of independent study, by the

pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

For the 2021-22 school year only, written agreements may be completed and signed as provided above no later than 30 days after the first day a pupil commences independent study.

Adopted:

Amended:

**IFTIN CHARTER SCHOOL
BOARD MEMBER STIPEND POLICY**

The Board of Directors (“Board”) of Iftin Charter School (“Iftin”) hereby adopts this policy regarding Board member stipends pursuant to Corporations Code section 5235 and the Iftin Bylaws.

Effective July 1, 2021 each member of the Board who attends meetings held may receive as compensation for the member’s services a stipend not to exceed three hundred dollars (\$300) in any month. The Board has determined such stipend is just and reasonable to Iftin.

A Board member may be paid for any meeting when absent if the Board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting the member is performing services outside the meeting for Iftin, the member was ill or on jury duty, or the absence was due to a hardship considered acceptable by the Board.

On an annual basis, the Board may increase the stipend of individual Board members beyond the limit delineated herein, in an amount not to exceed 5 percent (5%) based on the present monthly rate of the stipend. An increase made pursuant to this Policy shall be effective upon approval by the Board.

BYLAWS
OF
IFTIN CHARTER SCHOOL
A California Nonprofit Public Benefit Corporation

DATE: April 8, 2006
REVISED: June 10, 2013
APPROVED: June 14, 2013
REVISED: January 29, 2014
APPROVED: January 29, 2014
REVISED: July 25, 2014
APPROVED: July 25, 2014
REVISED: September 21, 2014
APPROVED: September 26, 2014
REVISED/APPROVED August 25, 2017
REVIEWED November 4, 2019
REVISED/APPROVED _____

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BYLAWS
OF
IFTIN CHARTER SCHOOL

A California Nonprofit Public Benefit Corporation

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Iftin Charter School.

ARTICLE II
OFFICES

Section 1. PRINCIPAL OFFICE. The principal office for this corporation is located at 5465 El Cajon Blvd. San Diego, CA 92115. The Board of Directors (“Board”) is granted full power and authority to change such principal office from one location to another within California.

Section 2. OTHER OFFICES. The corporation may have such other branch or subordinate offices within the State of California as the Board of Directors may determine from time to time.

ARTICLE III
PURPOSES

Section 1. DESCRIPTION IN ARTICLES. The corporation’s general and specific purposes are described in its articles of incorporation.

ARTICLE IV
PURPOSES

Section 1. DISPOSITION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a California nonprofit K-12 School, that is organized and operated exclusively for charitable purposes and qualifies for tax exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE V
MEMBERSHIP

Section 1. MEMBERS. This corporation shall have no “members” as that term is defined in section 5056 of the California Nonprofit Public Benefit Corporation Law. All rights, which would otherwise vest in the members, shall vest in the Board of Directors.

ARTICLE VI **DIRECTORS**

Section 1. GENERAL CORPORATE POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of certain activities of the corporation to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall continue to be managed and all corporate powers shall continue to be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of Article VI of these Bylaws, but subject to the same limitations, the Directors shall have the power to:

- (a) Exercise all powers vested in the Board under the laws of the State of California.
- (b) Appoint and remove all officers of the corporation, and to prescribe any powers and duties for such officers that are consistent with law, the Articles of Incorporation and these Bylaws; to fix their compensation.
- (c) Appoint such agents and employ such other employees, including attorneys and accountants, as it sees fit to assist in the operation of the corporation, and to fix their duties and to establish their compensation.
- (d) Conduct, manage and control the affairs and activities of the corporation and to adopt and establish rules and regulations therefor that are not inconsistent with law, the Articles of Incorporation or these Bylaws, and take such steps as it deems necessary for the enforcement of such rules and regulation.
- (e) Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, or country; conduct its activities in or outside California; and designate a place for holding any meeting.
- (f) Adopt, make and use a corporate seal, and to alter the form of the seal.
- (g) Carry on a business and apply any profit from such business activity to any activity that it may lawfully engage in.
- (h) Acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property.
- (i) Act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust.

- (j) Open bank accounts, borrow money and incur indebtedness on behalf of the corporation, and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities therefor.
- (k) Bring and defend actions on behalf of the corporation so long as the action is pertinent to the operations of the corporation.

Section 3. NUMBER AND QUALIFICATION OF DIRECTORS.

- (a) The authorized number of Directors shall be no less than five (5) members and no more than nine (9), with the exact number to be determined from time to time by a resolution of the Board, unless and until changed by amendment of these Bylaws.
- (b) The Board shall be comprised of at least one (1) member of the community and at least one (1) parent of a student of the Iftin Charter School.
- (c) The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation and a dedication to its charitable and educational endeavors.

Section 4. TERM OF OFFICE. The term of office of all directors shall be two (2) staggered years and until a successor has been duly qualified and elected. There shall be no limit upon the number of consecutive terms to which a Director may be re-elected. Each Director shall hold office until the expiration of the term for which elected and until a successor has been qualified and elected.

Section 5. REMOVAL OF DIRECTORS AND FILLING VACANCIES ON BOARD.

- (a) Removal. Any director may be removed at any time, with or without cause, by a majority vote of the entire board.
- (b) Vacancies, Generally. A vacancy or vacancies on the Board of Directors shall exist on the occurrence of any of the following:
 - (i) the death or resignation of the director;
 - (ii) the declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by an order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under Article 3 of Chapter 2 (relating to the standards of conduct of directors) of the California Nonprofit Public Benefit Corporation Law;
 - (iii) the removal of a director; or

- (iv) an increase of the authorized number of directors.
- (c) Resignation of Directors. Any Director may resign, which resignation shall be effective on giving written notice to the President, the Secretary, or the Board of Directors, unless the notice specified a later time for the resignation to become effective. If the resignation of a director is effective at a future time, the Board of Directors may elect a successor to take office when the resignation becomes effective. Pursuant to Section 5226 of the California Nonprofit Public Benefit Corporation Law, no Director may resign if the corporation would then be left without a duly elected Director or Directors. No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires.
- (d) Filling of Vacancies. Vacancies on the board shall be filled by the vote of a majority of Directors then in office. Each Director so elected shall hold office until the expiration of the term of the replaced Director and until a successor has been duly qualified and elected

Section 6. INTERESTED PERSONS. No more than forty-nine percent (49%) of the Directors serving at any one time may be "interested persons." For purposes of this section, an "interested person" is: (1) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation, if any, paid to a Director as a Director; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation. The Board shall comply with all applicable conflict of interest laws.

Section 7. LIMITATIONS ON POWERS

- (a) Self-Dealing Transactions. Notwithstanding the powers conferred on the Board pursuant to Article VI, Sections 1 and 2, this corporation shall not engage in any transaction which meets the definition of a "self-dealing transaction" as defined in section 5233 of the California Nonprofit Public Benefit Corporation Law unless the transaction has been approved by one of the means specified in subparagraph (d) of said section 5233. In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested Directors may be counted in determining the presence of a quorum, but an interested Director's vote cannot count toward the required majority for such authorization, approval, or ratification. If a self-dealing transaction has not been approved as provided under section 5233, the interested Director may be required to do such things and pay such damages as in the discretion of a court will provide an equitable and fair remedy to the corporation, taking into account any benefit received by it and whether the interested Director acted in good faith and with the intent to further the corporation's best interests.

- (b) Transactions Between Corporations Having Common Directorship. This corporation shall not enter into a contract or transaction with any other corporation, association or entity in which one or more of the corporation's directors are directors unless the material facts as to the transaction and the Director's common directorship are fully known or disclosed to the Board, and (1) it is established that the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified, or (2) the Board authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common Director. .
- (c) Loans to Directors or Officers. This Corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, except as is expressly allowed under Section 5236 of the California Nonprofit Public Benefit corporation law. This subsection shall not apply to any reasonable advance on account of expenses anticipated to be incurred in the performance of the director's or officer's duties, provided that in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the corporation.
- (d) General Public Agency Prohibitions Governing Certain Transactions. Notwithstanding the foregoing Sections, nothing in this Section 7 shall be construed to authorize any transaction otherwise prohibited by California Government Code Section 81000 et seq., or other applicable laws.

Section 8. STANDARD OF CARE. Pursuant to Section 5231 of the California Nonprofit Public Benefit Corporation Law:

- (a) A Director shall perform the duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a manner such Director believes to be in the corporation's best interests and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.
- (b) In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by: (i) one or more of the corporation's officers or employees whom the Director believes to be reliable and competent in the matters presented; (ii) legal counsel, independent accountants, or other persons as to matters that the Director believes to be within such person's professional or expert competence; or (iii) a committee of the Board upon which the Director does not serve, as to matters within its designated authority, which committee the Director believes to merit confidence, so long as, in any such case, the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 9. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the corporation's debts, liabilities, or obligations.

ARTICLE VII
MEETINGS OF THE BOARD OF DIRECTORS

Section 1. PLACE OF MEETINGS. Meetings of the Board may be held at the corporation's principal office, or at any other place within or outside of the State of California that has been designated in the notice of the meeting, or if there is no notice, at such place as has been designated from time to time by resolution of the Board. For so long as the corporation holds a charter for California public charter school(s), and to the extent a meeting is related to a charter held by the corporation, all meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 2. ANNUAL MEETINGS. The Board shall meet annually for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting.

Section 3. REGULAR SCHEDULED MEETINGS. Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. Regular meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with the Brown Act, and agendas for such meetings will be publicly posted and made available on the charter's Internet web site, if it has one, at least seventy-two (72) hours prior to the meeting. Such notices will indicate the location, date and time of the meeting.

Section 4. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Chairperson of the Board, if any, or by the President, or a majority of Directors. The party or parties calling such special meeting shall determine the place, date and time thereof. Special meetings may be held after each Director has received twenty-four (24) hours' notice, but such notice will be deemed waived by any Board member who is actually present at the meeting or at or prior to the meeting files a written waiver of notice with the Secretary of the Board. All waivers, consents, and approvals must be filed with the corporate records or made a part of the minutes of the meetings. Special meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with the Brown Act, and agendas for such special meetings will be posted twenty-four (24) hours prior to the meeting in a location accessible to the public. Emergency meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with Government Code section 54956.5.

Section 5. REQUIREMENTS APPLICABLE TO MEETINGS. Notwithstanding any other requirements contained in these Bylaws, all meetings of the Board of Directors of the corporation related to any charter held by the corporation shall be held in compliance with applicable requirements of the Ralph M. Brown Act (Chapter 9 of Part I of Division 2 of the California Government Code, commencing with Section 54950).

Section 6. QUORUM. A majority of the authorized number of Directors then in office shall constitute a quorum for the transaction of business. Every action taken or decision made by a majority of the Directors present at a duly held meeting at which a quorum is present shall be the act of the Board, subject to any more stringent provisions of law including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a Director has a direct or indirect material financial interest; (b) approval of certain transactions between corporations having common directorships; and (c) indemnification of Directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of Directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 7. PARTICIPATION IN MEETINGS BY CONFERENCE TELEPHONE. Subject to the requirements of the California Nonprofit Public Benefit Corporation Law, members of the Board may participate in a meeting through the use of conference telephone or similar communications equipment, so long as all Directors participating in such meeting can hear one another. For so long as the corporation holds a charter for California public charter schools, and to the extent a meeting is related to a charter held by the corporation, such teleconferenced meetings of the Board shall comply with the requirements set forth in Government Code Section 54953. To count toward a quorum, such teleconferenced Directors must timely post the meeting agenda in plain sight to the public at their teleconference location, make the location open to members of the public, and the location must be within the jurisdiction of the charter school. Nothing precludes a Director at such meeting from otherwise attending by telephone, provided that a quorum of members is participating in the meeting either in person or at a teleconference location that may be counted toward a quorum.

Section 8. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors who were not present at the time of the adjournment. The time and place of the adjourned meeting must also be provided to the public in accordance with the Brown Act

Section 9. COMPENSATION. Directors as such shall not receive any stated salaries for their services, but by resolution of the Board, a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the board; but nothing herein contained shall be construed to preclude any Director from serving the corporation in any other capacity and receiving compensation therefrom, subject to the limitation on the number of interested directors under Section 6 of Article VI of these Bylaws. Directors may also receive reimbursement of expenses as the Board may determine by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 10. COMMITTEES.

- (a) Creation of Committees. The Board, by resolution adopted by a majority of the Directors then in office, provided a quorum is present, may create one or more committees, each consisting of two or more Directors, and no persons who are not Directors, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority of the Directors then in office. The Board may appoint one or more Directors as alternate members of any such committee, who

may replace any absent member at any meeting. Any such committee, to the extent provided in the Board resolution, shall report its findings and recommendations to the Board for its action.

- (b) Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, and held and taken in accordance with, the provisions of these bylaws concerning meetings of the Board, and the Brown Act, if applicable, except that special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall also be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may prescribe the manner in which proceedings of any such committee shall be conducted, so long as such rules are consistent with these bylaws and the Brown Act, to the extent it applies. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted to the extent consistent with these bylaws and the Brown Act. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.
- (c) Revocation of Delegated Authority to Board Committee. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the Board

ARTICLE VIII **OFFICERS**

Section 1. OFFICERS. The officers of the corporation shall be a President, a Secretary and a Chief Financial Officer who shall be known as the Treasurer. The corporation may also have, at the Board's discretion, one or more assistant secretaries, one or more assistant treasurers and such other officers as the Board may appoint who need not be members of the Board. Any number of offices may be held by the same person, except that the Secretary or Treasurer may not serve concurrently as the President.

Section 2. ELECTION OF OFFICERS. The officers of the corporation shall be elected annually by a majority vote of the Board during the first regular or special meeting of the fiscal year, and shall serve at the pleasure of the Board.

Section 3. TERM OF OFFICE. The officers of the corporation shall hold office for a term of one (1) year and thereafter until their successors are chosen and qualify in their stead. There shall be no limit upon the number of consecutive terms to which an officer may be re-elected. Any officer may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board, subject to the rights of an officer, if any, under any employment contract.

Section 4. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the

receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective

Section 5. VACANCIES IN OFFICE. Vacancies of officers may be filled at any regular or special meeting by a majority vote of the Board.

Section 6. APPOINTMENT OF SUBORDINATE OFFICERS. The Board may appoint and may empower the President, or another officer, to appoint such other officers as the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine, except that the President, Secretary, and Treasurer must be elected as set forth in Section 2 above.

Section 7. PRESIDENT. Subject the control of the Board, the President is the general manager and chief executive officer of the corporation and shall supervise, direct and control the business and officers of the corporation. The President has the general powers and duties of management usually vested in the office of President and such other powers and duties as may be prescribed from time to time by the Board. The President when present shall preside at all meetings of the Board of Directors. The President shall have such other powers and duties as the Board or the Bylaws may prescribe.

Section 8. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, or committees of the Board. The Secretary shall keep or cause to be kept, at the principal office in California, a copy of the Articles of Incorporation and Bylaws, as amended to date. In the absence of the President, the Secretary of the Corporation shall preside when present at meetings of the Board of Directors.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board required by these Bylaws to be given. The secretary shall keep the corporate seal in safe custody and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

Section 9. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board may designate, shall disburse the corporation's funds as the Board may order, shall render to the President, and the Board, when requested, an account of all transactions as treasurer and of the financial condition of the corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

ARTICLE IX
INDEMNIFICATION OF DIRECTORS,
OFFICERS EMPLOYEES AND OTHER AGENTS

Section 1. RIGHT OF INDEMNITY. To the fullest extent permitted by law, this corporation may indemnify its Directors, officers and employees, and other persons described in Section 5238(a) of the California Corporations Code, including persons formerly occupying any such position, against all expenses, judgments, fines, settlements and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that Section, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this Bylaw, shall have the same meaning as in Section 5238(a) of the California Corporations Code.

ARTICLE X
RECORDS AND REPORTS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep adequate and correct books and records of accounts and written minutes of the proceedings of the Board and committees of the Board.

Section 2. INSPECTION BY DIRECTORS. Every Director shall have the absolute right at any reasonable time to inspect the corporation’s books, records, and documents of every kind, physical properties, and the records of each of its subsidiaries. The inspection may be made in person or by the Director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents. **YEAR-END REPORT.** Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, within 120 days after the close of the fiscal year, a year-end report consisting of at least the following shall be distributed to Directors:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.
- (b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.
- (e) Any information required to be reported under section 6322 of the Corporations Code requiring the disclosure of certain transactions in excess of \$50,000 per year between the corporation and any director or officer of the corporation and indemnifications and advances to officers or directors in excess of \$10,000 per year.

ARTICLE XI
OTHER PROVISIONS

Section 1. AMENDMENT OF BYLAWS. The Board may adopt, amend, or repeal these Bylaws, provided that any such amendment does not conflict with the Articles of Incorporation or with any laws. New Bylaws may only be adopted by the Board.

Section 2. FISCAL YEAR. The fiscal year of the corporation shall be from July 1st through June 30th of each year.

Section 3. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws.

Section 4. ANNUAL STATEMENT OF GENERAL INFORMATION. As and when required by section 6210 of the California Nonprofit Corporation Law, the corporation shall file, with the Secretary of State of the State of California, on the prescribed form, a statement setting forth the authorized number of directors, the names and complete business or residence addresses of all incumbent directors, the names and complete business or residence addresses of the chief executive officer, secretary and chief financial officer, the street address of its principal office in this state, together with a designation of the agent of the corporation for the purpose of service of process.

Section 5. EFFECTIVE DATE. These bylaws and any amendments to these bylaws shall become effective immediately upon their adoption.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary IFTIN CHARTER SCHOOL., a California Nonprofit Public Benefit Corporation, that the foregoing Bylaws, consisting of twelve (12) pages, are the Bylaws of this corporation as adopted and amended by the Board of Directors on October 29, 2021.