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*“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, May 28, 2021 at 5:30PM**

### **Join Zoom Meeting**

<https://iftincharter-net.zoom.us/j/87879316950>

Meeting ID: 878 7931 6950

One tap mobile

+16699006833,,87879316950# US (San Jose)

+12532158782,,87879316950# 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**

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#### **Roll Call**

Faisal Ali	President
Rahmo Abdi	Secretary
Mulki Hersi	Treasurer
Joe Udall	Member
Ibrahim Hassan	Member

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#### **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.

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#### **Consent Items**

- A) Approve meeting minutes of 4/30/2021

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#### **Discussion Items**

- A) CEO Report
- B) 2021-22 Budget

- C) Expanded Learning Opportunity grant plan
- D) RFP Vended Meals vendor bids

## Action Items

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- A) Approve Expanded Learning Opportunity grant plan

## Closed Session

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CLOSED SESSION: PUBLIC EMPLOYEE PERFORMANCE EVALUATION PURSUANT TO GOVERNMENT CODE SECTION 54957(b)(1). Position: Chief Executive Officer

## Report to Open Session

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Reportable Action:

## Advanced Planning

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The next regularly scheduled Governing Board Meeting is to be held on Friday, June 25, 2021 at 5:30PM

## ADJOURN

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*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](mailto:Moahamud@iftincharter.net)*



## GOVERNING BOARD MINUTES - Regular Meeting

### Meeting of Friday, April 30, 2021 at 4:00PM

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#### Join Zoom Meeting

<https://iftincharter-net.zoom.us/j/86534955227>

Meeting ID: 865 3495 5227

One tap mobile

+16699006833,,86534955227# US (San Jose)

+13462487799,,86534955227# US (Houston)

*“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 4:00 PM

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#### Roll Call

Faisal Ali	President present
Rahmo Abdi	Secretary present
Mulki Hersi	Treasurer present
Joe Udall	Member absent
Ibrahim Hassan	Member present

#### PUBLIC COMMENT

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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 Speakers**

#### CONSENT ITEMS

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A) Approve meeting minutes of 3/5/2021, 3/19/2021, 3/24/2021.

A motion was made to approve consent items, as presented.

**Motion Hersi Second Ibrahim Ayes Hersi Ali Abdi Ibraim Nays N/A Abstain N/A Absent Udall**



## GOVERNING BOARD MINUTES - Regular Meeting

### Discussion Items

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- A) CEO Report
- B) March Financial Report
- C) Fiscal Policies
- D) Summer School Program Plan

**Maslah Yussuf, CEO:** Good evening all. Thank you, board president and all members. We really appreciate your commitment and service to Iftin Charter. Our vision is that our children are educated through a collaborative effort among parents, teachers, staff, student and community.

Our ultimate goal is to meet each child's needs educationally, emotionally, socially and academically. To do so, we are obligated to work together to create a positive challenging educational environment that is centered in teaching and learning.

Dr. Johnson will be highlighting the NCUST audit report shortly.

We provided the following community services in partnership with UCSD and Somali Family Service.

- March 29: 429 Individuals received first vaccination shot
- April 10: 859 Individuals received first shot
- April 23: 259 Families received packages of clothing, diapers and masks
- May 1: 429 individuals are expected to receive second shots
- May 8: UCSD health will provide second dose of the vaccine shots.

We are delighted to report that we received letter of good standing following our annual site visit. The second interim report analysis shows that we are financially in good shape.

Iftin Charter does not have any long-term debt or liabilities at this time. We will continue to ensure fiscal solvency.

We received the San Diego County Supervisors' grant of \$30,000 through our district supervisor, Nathan Fletcher.

On January 21 and 22, 2021, NCUST conducted an equity audit. What you will see in this report is description of the NCUST's audit process, key findings emerging from the data, recommendations to help us develop, refine and prioritize our improvement plans in ways that will lead to higher levels of academic achievement for all students we serve.

The California Legislature provided \$6.6 billion in the assembly bill 86 COVID-19 relief package, including \$2 billion for In-Person instruction (IPI) Grants and \$4.6 billion for Expanded learning opportunities grant nationwide.

**Ali Hori, Principal:** Greeting all. I'm sorry, I was having some technical difficulties. I appreciate the board for your leadership. I believe our CEO has provided several updates. I would like to add that the school overall is going well. Our families, staff, students and community are very happy with the progress we are making.

In these unprecedented times, the health and safety of our stakeholders remains at our highest priority. We are actively monitoring the situation, to maintain safe environment. We are committed to supporting our families and are continuing operations with as little disruption as possible.



## GOVERNING BOARD MINUTES - Regular Meeting

**Yolande Charles:** I'm excited to report that our inductees will be finishing their 2<sup>nd</sup> year soon. I have provided individualized support and mentoring. This includes observation, coaching and feedback, lesson demonstrations and planning ways to support new teachers.

The CAASPP assessments are scheduled to start May 19<sup>th</sup> and will continue to the end of the year which includes make-ups. Also, we will be administering the final benchmark assessments.

We are also planning the summer school. We have about 125 students enrolled so far. Also, 60 students for Friday tutoring.

**Abdi Mohamud:** We completed the new sponsor application for School Nutrition program. We received notification from CDE that they are processing our application.

We were successful in securing proposals from 4 vendors and we'll bring to your attention in the next upcoming regular board meeting. Once we finalize the selection of a vendor, we will submit all documents to CDE for review. We hope to finalize everything by July 1, 2021.

SDUSD Facility License Agreement has been approved for 21-22 school year.

### **Financial Summary Actual to Budget:**

This report is as of Mar 31, 2021 compared against our board-approved budget on Nov 20, 2020, based on 361 students enrolled and 344.80 ADA.

YTD Revenues through Mar 31, 2021 are \$2,991,103 or 6.8% over our current budget due to revenues being received earlier than budgeted for. There was no new unbudgeted revenue.

YTD Expenses through Mar 31, 2021 are \$3,023,697 or 6.5% less than our current budget due to the timing of expenses. The expenses incurred have not caught up to the budget. Depending on how spending goes moving forward for the rest of the year will determine if the school is over or under budget.

Therefore, net income is (\$32,594). Which is 92.5% better than our planned budget for the year. However, there is no cost save due to the net income being negative.

### **Balance Sheet**

As of Mar 31, 2021, we had total cash of \$2,016,507, short-term liabilities of \$326,185, and long-term liabilities of \$0. The ending fund balance is \$1,969,133.

**Faisal Ali:** Thank you Admin for your report. I'm glad NCUST was able to conclude its report. Thanks, Maslah, for sending the summary report to us. As discussed, we would like to get a presentation from Dr. Johnson.

Thanks for going over the financial details, from the last report we were projecting a deficit of (\$94k) now down to (\$32k). I know this is still not final, but the deficit will be closer to that number when the fiscal year ends.



## GOVERNING BOARD MINUTES - Regular Meeting

I would like to also thank you for all your efforts, especially for securing more resources and grants. We look forward to the school meal vendor selection process. Thank you all for your hard work.

**Rahmo Abdi:** I would like to thank the administration for all you are doing. I appreciate you all. I know its awkwardly tough times and yet you're finding ways to reach success. I look forward to learn more of the NCUST Audit report.

**Ibrahim Hassan:** I appreciate your countless hours of work to make Iftin a better place. All of the compounded challenges and you did not retreat. We support your great efforts, and please keep this going for next year and all years to come. Thank you very much.

**Mulki Hersi:** I'm very thankful for the administration who work tirelessly to do the great work of meeting the needs of students and families. I just want to say that I am grateful.

**Faisal Ali:** In looking at the summer program planning, I didn't find the budget side. If you could please include the summer school budget for our next meeting.

I'm glad that 125 students are enrolled in the summer program and hope to see more students taking advantage of this great opportunity. Please encourage families to attend the program.

### Action Items

#### A) Approve Fiscal policies

A motion was made to approve Fiscal policies, as presented.

**Motion Hersi Second Ali Ayes Hersi Ali Abdi Nays Hassan Abstain N/A Absent Udall**

### Report to Open Session

**Reportable Action:** None

### Advance Planning

The next regularly scheduled Governing Board Meeting is to be held **on May 28, 2021** at 5:30PM.

### Adjournment 5:40 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*

# Iftin Charter School



		2020-21		
NAME		REFORCASTED	2021-22 PRELIMINARY	VARIANCE
TOTAL ENROLLMENT		390	400	10
AVERAGE DAILY ATTENDANCE		371	380	9.5
REVENUE	State LCFF Revenue	\$ 3,392,790	\$ 3,931,132	\$ 538,342
	Federal Revenue	\$ 635,859	\$ 251,200	\$ (384,659)
	Other State Revenue	\$ 330,422	\$ 664,272	\$ 333,850
	Local Revenue	\$ 75,667	\$ -	\$ (75,667)
	<b>TOTAL REVENUE</b>	<b>\$ 4,434,738</b>	<b>\$ 4,846,604</b>	<b>\$ 411,866</b>
	EXPENSES	Certificated Salaries	\$ 1,422,123	\$ 1,577,436
Classified Salaries		\$ 1,008,067	\$ 990,312	\$ (17,755)
Benefits		\$ 878,854	\$ 975,135	\$ 96,280
<b>TOTAL PERSONNEL EXPENSES</b>		<b>\$ 3,309,044</b>	<b>\$ 3,542,883</b>	<b>\$ 233,839</b>
Books and Supplies		\$ 293,891	\$ 293,891	\$ -
Services and Other Operating Expenses		\$ 783,863	\$ 1,226,025	\$ 442,162
Capital Outlay		\$ 40,000	\$ 71,000	\$ 31,000
Other Outgoing		\$ -	\$ -	\$ -
<b>TOTAL OTHER EXPENSES</b>		<b>\$ 1,117,753</b>	<b>\$ 1,590,916</b>	<b>\$ 473,162</b>
<b>TOTAL EXPENSES</b>		<b>\$ 4,426,797</b>	<b>\$ 5,133,798</b>	<b>\$ 707,001</b>
FUND BALANCE	<b>SURPLUS\ (DEFICIT)</b>	<b>\$ 7,941</b>	<b>\$ (287,194)</b>	<b>\$ (295,135)</b>
	<i>% of LCFF Revenue</i>	<i>0.2%</i>	<i>-7.3%</i>	
	BEGINNING FUND BALANCE	\$ 2,001,727	\$ 1,907,604	
	<b>ENDING BALANCE</b>	<b>\$ 1,907,604</b>	<b>\$ 1,620,409</b>	
	<i>% of Expenses</i>	<i>44%</i>	<i>45%</i>	<i>0.0%</i>

# REVENUE INPUT

ACCT	ACCOUNT NAME	2020-21 REFORCASTED	2021-22 PRELIMINARY	VARIANCE
<b>LCFF</b>				
8011	LCFF; state aid	925,860	1,211,642	285,782
8012	LCFF; EPA	68,960	76,020	7,060
8096	In-Lieu of Property Taxes	2,397,970	2,643,470	245,500
8019	Prior Year Income/Adjustments	-	-	-
<b>TOTAL LCFF REVENUE</b>		<b>\$ 3,392,790</b>	<b>\$ 3,931,132</b>	<b>\$ 538,342</b>
<b>FEDERAL</b>				
8181	Special Education - Federal	44,836	51,581	6,745
8220	Federal Child Nutrition	-	-	-
8290	All Other Federal Revenue	10,000	-	(10,000)
8290-3210	CARES ESSER I	130,814	-	(130,814)
8290-3212	CARES ESSER II	25,000	-	(25,000)
8290-71	LLMF - CARES Act Governor's Emergency Education Relief	6,440	-	(6,440)
8290-72	LLMF - CARES Act Coronavirus Relief	219,150	-	(219,150)
8291	Title I	140,345	140,345	-
8292	Title II	15,515	15,515	-
8293	Title III	31,918	31,918	-
8294	Title IV	11,841	11,841	-
<b>TOTAL FEDERAL REVENUE</b>		<b>\$ 635,859</b>	<b>\$ 251,200</b>	<b>\$ (384,659)</b>
<b>OTHER STATE</b>				
8520	State Child Nutrition Program	-	-	-
8550-K8	MANDATE BLOCK GRANT K-8	5,619	6,339	720
8560-12	RESTRICTED LOTTERY	17,006	17,442	436
8560-22	LOTTERY	48,184	57,000	8,816
8590-66	MENTAL HEALTH	7,920	7,920	-
8590-61	ASES	-	-	-
8590-7420	LLMF - General Fund	28,346	-	(28,346)
8590-7422	IPI	-	111,625	111,625
8590-7425	ELO	-	235,118	235,118
8590-75	LOW PREFORMING BLOCK GRANT	-	-	-
8590	ALL OTHER STATE REVENUE	-	-	-
8591	SB740	-	-	-
8599	Prior Year State Income/Adjustments	16,142	-	(16,142)
8792	SPED State/Other Transfers of Apportionments from County	207,205	228,828	21,623
<b>TOTAL OTHER STATE REVENUE</b>		<b>\$ 330,422</b>	<b>\$ 664,272</b>	<b>\$ 333,850</b>
<b>LOCAL</b>				
8639	Student Lunch Revenue	-	-	-
8650	Rental Income	-	-	-
8660	Interest Income	13,202	-	(13,202)
8682	Foundation Grants/Donations	-	-	-
8685	School Site Fundraising	-	-	-
8688	Community Enhancement Program Grant	30,000	-	(30,000)
8698	E-rate Revenue	-	-	-
8699	All Other Local Revenue	32,465	-	(32,465)
8982	Foundation Grants/Donations	-	-	-
8983	All Other Local Revenue	-	-	-
<b>TOTAL LOCAL REVENUE</b>		<b>\$ 75,667</b>	<b>\$ -</b>	<b>\$ (75,667)</b>
<b>TOTAL REVENUE</b>		<b>\$ 4,434,738</b>	<b>\$ 4,846,604</b>	<b>\$ 411,866</b>



# EXPENSES INPUT

ACCT	ACCOUNT NAME	2020-21		VARIANCE
		REFORCASTED	2021-22 PRELIMINARY	
<b>1000 - CERTIFICATED</b>				
1100	Teacher Salaries	1,151,551	1,286,436	134,885
1105	Teach Stipends	-	-	-
1120	Substitute Expense	-	33,600	33,600
1200	Certificated Pupil Support Salaries	60,000	60,000	-
1300	Certificated Supervisor and Administrator Salaries	210,572	197,400	(13,172)
1900	Other Certificated Salaries	-	-	-
	<b>Totals</b>	<b>\$ 1,422,123</b>	<b>\$ 1,577,436</b>	<b>\$ 155,313</b>
<b>2000 - CLASSIFIED</b>				
2100	Instructional Aide Salaries	309,022	269,696	(39,326)
2200	Classified Support Salaries (Maintenance, Food)	33,633	29,120	(4,513)
2300	Classified Supervisor and Administrator Salaries	199,727	190,550	(9,177)
2400	Clerical, Technical and Office Staff Salaries	168,288	178,056	9,768
2900	Other Classified Salaries	297,397	322,890	25,493
	<b>Totals</b>	<b>\$ 1,008,067</b>	<b>\$ 990,312</b>	<b>\$ (17,755)</b>
<b>3000 - BENEFITS</b>				
3101	State Teachers' Retirement System, certificated positions	229,673	261,217	31,544
3202	Public Employees Retirement System	199,671	222,552	22,881
3313	OASDI	62,500	63,483	982
3323	Medicare	35,074	37,232	2,158
3403	Health & Welfare Benefits	235,500	270,000	34,500
3503	State Unemployment Insurance	25,727	24,360	(1,367)
3603	Worker Compensation Insurance	90,709	96,291	5,582
3703	Other Post Employment Benefits	-	-	-
3903	Other Employee Benefits	-	-	-
	<b>Totals</b>	<b>\$ 878,854</b>	<b>\$ 975,135</b>	<b>\$ 96,280</b>
	<b>TOTAL PERSONEL EXPENSE</b>	<b>\$ 3,309,044</b>	<b>\$ 3,542,883</b>	<b>\$ 233,839</b>
<b>4000 - BOOKS AND SUPPLIES</b>				
4100	Approved Textbooks and Core Curricula Materials	21,948	21,948	-
4200	Books and Other Reference Materials	25,000	25,000	-
4300	Materials and Supplies	49,232	49,232	-
4301	Positive Behavior Expenses	-	-	-
4315	Classroom Materials and Supplies	60,633	60,633	-
4342	Materials for School Sponsored Athletics	6,307	6,307	-
4381	Plant/Facilities Maintenance	8,065	8,065	-
4400	Noncapitalized Equipment	35,118	35,118	-
4407	Student Educational Software	-	-	-
4410	Software and Licensing	48,000	48,000	-
4430	Noncapitalized Student Equipment	39,099	39,099	-
4700	Food and Food Supplies	488	488	-
	<b>TOTAL BOOKS AND SUPPLIES</b>	<b>\$ 293,891</b>	<b>\$ 293,891</b>	<b>\$ -</b>
<b>5000 - SERVICES AND OTHER OPEX</b>				
5200	Travel and Conferences	1,602	1,602	-
5210	Training and Development Expense	13,811	13,811	-
5300	Dues and Memberships	6,006	6,006	-
5400	Insurance	42,614	42,614	-
5500	Operation and Housekeeping Services	48,771	51,210	2,439
5501	Utilities	55,000	57,750	2,750
5505	Student Transportation and Field Trips	525	525	-
5600	Space Rental/Leases Expense	81,168	157,000	75,832
5601	Building Maintenance	30,000	30,000	-
5602	Other Space Rental	200	200	-
5605	Equipment Rental/Lease Expense	21,000	21,000	-
5610	Equipment Repair	2,143	2,143	-
5800	Professional/Consulting Services and Operating Expenditures	53,000	53,000	-
5803	Banking and Payroll Service Fees	12,885	12,885	-
5805	Legal Services and Audit	45,000	45,000	-
5806	Audit Services	12,945	12,945	-
5807	Legal Settlements	40,000	40,000	-
5809	Employee Tuition Reimbursement	-	-	-
5810	Educational Consultants	142,000	222,000	80,000
5811	Student Transportation	986	986	-
5812	Other Student Activities	1,950	1,950	-
5815	Advertising/Recruiting	10,000	10,000	-
5820	Fundraising Expense	67	67	-
5830	Field Trips	6,440	26,440	20,000
5836	Transportation Services	5,955	26,595	20,640
5842	Services Student Athletics	-	-	-
5873	Financial Services	80,000	80,000	-
5874	Personnel Services	5,261	5,261	-
5875	District Oversight Fee	33,928	39,311	5,383
5877	IT Services	3,508	3,508	-
5890	Interest Expenses/Fees	1,302	1,302	-
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	25,796	25,796	-
5999	ELO Offset	-	235,118	235,118
	<b>TOTAL SERVICES AND OTHER OPEX</b>	<b>\$ 783,863</b>	<b>\$ 1,226,025</b>	<b>\$ 442,162</b>
<b>6000 - CAPITAL OUTLAY</b>				
6900	Depreciation Expense	40,000	71,000	31,000
	<b>TOTAL DEPRECIATION</b>	<b>\$ 40,000</b>	<b>\$ 71,000</b>	<b>\$ 31,000</b>
<b>7000 - OTHER OUTGOING</b>				
7438	Debt Service Interest	-	-	-
	<b>TOTAL OTHER OUTGOING</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>TOTAL EXPENSES</b>	<b>\$ 4,426,797</b>	<b>\$ 5,133,798</b>	<b>\$ 707,001</b>



# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Iftin Charter School	Maslah Yussuf CEO	yussuf@iftincharter.net (619) 519-0125

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Iftin Charter School values the feedback of all our stakeholders and is consistently enlisting the input from our students, parents, teachers, staff and board members to ensure the success of our educational programs for all our students. We provided numerous forums to significantly involve community members, parents, local bargaining units, school staff members, and other stakeholders in the efforts of the development of the ELO plan. At the end of March 2021 through the beginning of May 2021 all stakeholders; including parents, teachers, student, school staff and community members had the opportunity to participate in the ELO survey posted on our website to provide their input on the Expanded Learning Opportunity plan to implement a learning recovery program for at the least the students included in one or more of the following groups: low-income students, English language learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, included, but not limited to, those who did not enroll in Kindergarten in the 2020-21 school year and other students identified by certificated staff. Our parent liaison translated and created a video on how to complete the survey in Somali language and our outreach coordinator also did the same for Hispanic speaking families. Iftin Charter School communicated the survey to families through their classes, through a link sent via What'sUp App, a mass call out to parents, as well as a link posted on our school website. All staff members, board members and community members were also informed about the survey and requested to participate by filling out the survey and providing their feedback, which they did.

Here are the summary of the recommendations provided by all our stakeholders:

- 1) Extending instructional learning time in addition to what is required for the school year.
- 2) Provide outreach, training, and support for parents in parenting skills and strategies that support the social/emotional well-being of their children.
- 3) Provide comprehensive support of acquiring the academic language required for proficiency in mathematics and all core-subjects as well as provide continuous support to English language learners that helps them understand and comprehend grade-level materials.
- 4) Training for school staff to engage students and families in addressing students' social-emotional health and academic needs.
- 5) Provide support for expanded tutoring, small group instructions, summer school, in-class interventions, after school programs and increased access to technology.
- 6) A review of data and assessment of students' needs be conducted at the beginning of the school year and throughout the school year in order to make adjustments to interventions and supports provided.

A description of how students will be identified and the needs of students will be assessed.

Iftin charter school will utilize a variety of tools to identify students in need of academic, social-emotional, mental health and other overall health issues. The data collected will be used to: monitor student progress and identify student need; make instructional decisions; guide professional learning; and inform program development and monitor the effectiveness of program implementation. For academic support including summer school, one-to-one tutoring, small-group instruction, after school tutoring, results from the school's ongoing assessments in mathematics, ELA and reading levels as well as input from their teachers, reading specialist other professional will be used to identify students in need of additional supports and services. The school psychologist will collect ongoing data for students needing additional social/emotional support along with their teachers, parents, special education case manager and school nurse aide such as school attendance, discipline data and other factors which effect students' overall well-beings. New students who enroll the school may be added to the list of students identified for needing extra support throughout the school year. The instructional leader will conduct ongoing formative assessments to monitor students' progress. Furthermore, Iftin Charter School will give priority to students who are low-income, English learners, foster youth, homeless, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, included, but not limited to, those who did not enroll in Kindergarten in the 2020-21 school year and other students identified by certificated staff.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Iftin Charter School will post the adopted Expanded Learning Grant plan on its website and share it at all stakeholder meetings such as the Board meeting, monthly parent meetings, and bi-weekly staff meetings. The plan will be translated into languages of the majority of the students in the school population. Iftin Charter School will communicate the plan to families through their classes, through a link sent via What'sUp App, a mass call out to parents, as well as a link posted on our school website.

A description of the LEA's plan to provide supplemental instruction and support.

Iftin charter school will provide supplemental instruction and support to students by:

- 1) Extending instructional learning time by providing a robust summer school during the grant period. The primary focus of the summer instruction will be reading and literacy, mathematics, science, health connections utilizing the PBL framework, physical activities and STEM activities.

- 2) Intervention provided within the school day and outside of the school day such one-to-one tutoring, after school, Friday tutoring and small group instruction;
- 3) Providing integrated student supports to address other barriers to learning in grades TK-2 with educational tutors (paraprofessionals). Likewise providing increased hours for paraprofessionals serving as bilingual instructional aides with an emphasis on support for newcomer and English language learners.
- 4) Providing outreach, training and support for parents in parenting skills and strategies that support the social/emotional well-being of their children. Professional expert will provide four to five parental skills courses to identified and targeted students' parents as well as all the interested families throughout the school year.
- 5) Providing professional development and training for school staff to engage students and families in addressing students' social-emotional health and academic needs, especially training in providing high quality and engaging learning opportunities for all students.
- 6) Conducting ongoing data analysis by utilizing a variety of assessment tools in identification of students needing additional supports and interventions. The instructional leaders, reading specialist and math resource coordinator will be able to use the data to monitor and identify students needing extra support throughout of the school year. Data used to identify students include attendance, engagement, work completion, discipline, grades, benchmark assessments, and diagnostic assessments to assist in the identification of students needing extra and additional supports academically and social-emotionally as well as overall mental and health well-being.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$145,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$85,000	
Integrated student supports to address other barriers to learning	\$35,000	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$15,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	00	
Additional academic services for students	\$35,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$45,000	
<b>Total Funds to implement the Strategies</b>	<b>\$360,000</b>	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Iftin charter school will coordinate ELO funds with other funding sources to maximize and prioritize the programs and services that identified and targeted students receive. Iftin will also use other federal ESSER funds by budgeting all funding sources across several categories to best meet the needs of the students, school, staff and all other stakeholders. In 2021-2022, ELO funds are primarily budgeted towards integrated student services diagnostic assessments and progress monitoring, providing tutoring, small group instruction, intervention inside and outside of the classroom, summer school, mental health and counseling, parent and staff training and paraprofessional staffing. In 2021-2023 ESSER funds are primarily budgeted towards mental health services and counseling supports, COVID-19 testing costs, personal protective equipment, sanitation supplies, closing achievement gap by reducing class sizes, summer schools and overall support to mitigate learning loss that has resulted from the COVID related school closures.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).



# Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

## **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021