



“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 Thursday, June 18, 2026 at 5:30PM

5465 El Cajon Blvd., San Diego, CA 92115 (Library)

Join Zoom Meeting:

<https://iftincharter-net.zoom.us/j/81999043722?jst=2>

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
Rashid Mursal	Member
Omar Aden	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 4/24/26 and 5/22/26

Discussion Items

- A) CEO Report
- B) FY25-26 Projected Actuals & FY26-27 Adopted Budget
 - See attached PDF & County Document
- C) FY25-26 and FY26-27 EPA Resolution
 - See attached
- D) FY26-27 ConApp
 - See attached
- E) FY25-26 Prop 28 Annual Report
 - See attached
- F) New curriculum adoption
- G) LCAP
- H) Informational: Local Indicators
- I) Declaration of Need
- J) School Calendar: Instructional Minutes 2026-27
- K) Anti-nepotism Policy
- L) Fiscal Policy updates
- M) Review Board Calendar 2026-27

Action Items

- A) Approval: LCAP
- B) Approval: FY25-26 Projected Actuals & FY26-27 Adopted Budget
 - a. See attached PDF & County Document
- C) Approval: FY25-26 and FY26-27 EPA Resolution
 - a. See attached
- D) Approval: FY26-27 ConApp
 - a. See attached
- E) Approval: FY25-26 Prop 28 Annual Report
 - a. See attached
- F) Approval: New curriculum adoption
 - a. Curriculum Associates-IReady
 - b. HMH
 - c. Carnegie Learning
- G) Approval: School Calendar, Instructional Minutes 2026-27
- H) Approval: Anti-Nepotism Policy
- I) Approval: Declaration of Need 2026-27



Closed Session

Closed Session: Public Employee Performance Evaluation (Gov. Code § 54957) – Chief Executive Officer

Report to Open Session

Reportable Action:

Advanced Planning

The next regularly scheduled Governing Board Meeting is to be determined.

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: Mohamud@iftincharter.net



GOVERNING BOARD MINUTES – Regular Board Meeting

Meeting of Friday, April 24, 2026 at 5:30PM

5465 El Cajon Blvd., San Diego, CA 92115 (Library)

Join Zoom Meeting:

<https://iftincharter-net.zoom.us/j/86506993792?jst=2>

“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.”

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Approval of Agenda: Faisal Ali

WELCOME GUESTS / CALL TO ORDER 5:30 AM

1. CALL TO ORDERS

Board President Faisal Ali called the meeting to order at 5:30 PM.

2. ROLL CALL

Present:

- Faisal Ali – President
- Rahmo Abdi – Secretary
- Mulki Hersi – Treasurer
- Dr. Joseph Johnson – Member
- Ibrahim Hassan – Member
- Rashid Mursal – Member

Absent:

- None

A quorum was established.

3. APPROVAL OF AGENDA

Motion: Ibrahim Hassan

Second: Mulki Hersi



GOVERNING BOARD MINUTES – Regular Board Meeting

Vote:

- Ayes – 6
- Nays – 0
- Abstentions – 0

Motion carried.

PUBLIC COMMENT

No public comments were presented.

CLOSED SESSION

The Board entered Closed Session to conduct a Public Employee Performance Evaluation of the Chief Executive Officer pursuant to Government Code §54957.

CONSENT ITEMS

None.

DISCUSSION ITEMS

A. CEO Report

The CEO provided updates regarding school operations and instructional programs, including:

- Ongoing CAASPP testing and student academic performance initiatives.
- Attendance trends and intervention efforts.
- End-of-year activities, promotion planning, and graduation preparations.
- Staffing updates and recruitment efforts for the 2026–2027 school year.
- Expanded support services for English Learners and students requiring intervention.

Board members thanked administration and staff for their continued commitment to student success.

B. Monthly Financial Board Report

AJ Wassell of CSMC presented the financial report through March 31, 2026.

Key highlights included:

- Enrollment remained at 573 students with ADA budgeted at 539.
- Current ADA was trending at approximately 545.
- Year-to-date revenues totaled approximately \$7.89 million.



GOVERNING BOARD MINUTES – Regular Board Meeting

- Year-to-date expenditures totaled approximately \$8.34 million.
- Net deficit remained significantly better than budget projections.
- Cash balance was approximately \$3.87 million.
- Liquidity ratio remained healthy at 1.6.
- The school maintained sufficient reserves to meet operational obligations.

Board members discussed ADA trends, restricted funding compliance requirements, and fiscal planning for the upcoming school year.

ACTION ITEMS

1. Approval of Updated Policies

a. Admissions and Enrollment Policy

Motion: Rashid Mursal

Second: Rahmo Abdi

Vote:

- Ayes – 6
- Nays – 0
- Abstentions – 0

Motion carried.

b. Conflict of Interest Policy

Motion: Dr. Joseph Johnson

Second: Mulki Hersi

Vote:

- Ayes – 6
- Nays – 0
- Abstentions – 0

Motion carried.

2. Approval and Ratification of ELOP Compensation Structure and Oversight Stipends

The Board reviewed the proposed ELOP Compensation Structure and Oversight Stipends. Following discussion, the Board approved the item with the condition that oversight stipends shall not exceed the approved amount and shall end at the conclusion of the 2025–2026 school year.

Motion: Ibrahim Hassan

Second: Rashid Mursal

Vote:



GOVERNING BOARD MINUTES – Regular Board Meeting

- Ayes – 6
- Nays – 0
- Abstentions – 0

Motion carried.

3. Approval of ELOP Compensation Framework

The Board reviewed the overall ELOP compensation framework and implementation plan.

Motion: Mulki Hersi

Second: Rahmo Abdi

Vote:

- Ayes – 6
- Nays – 0
- Abstentions – 0

Motion carried.

REPORT TO OPEN SESSION

The Board reconvened in Open Session.

No reportable action.

ADVANCED PLANNING

The next regularly scheduled Governing Board Meeting will be held on Friday, May 22, 2026 at 5:30 PM.

ADJOURNMENT

The meeting was adjourned at 8:15 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



GOVERNING BOARD MINUTES – Regular Board Meeting

Meeting of Friday, May 22, 2026 at 5:30PM

5465 El Cajon Blvd., San Diego, CA 92115 (Library)

Join Zoom Meeting:

<https://iftincharter-net.zoom.us/j/89821801584?jst=2>

“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 AM

1. CALL TO ORDERS

Board President Faisal Ali called the meeting to order at 5:30 PM.

2. ROLL CALL

Present:

- Faisal Ali – President
- Rahmo Abdi – Secretary
- Mulki Hersi – Treasurer
- Dr. Joseph Johnson – Member
- Ibrahim Hassan – Member
- Rashid Mursal – Member

Absent:

- None

A quorum was established.

3. APPROVAL OF AGENDA

Motion: Dr. Joseph Johnson

Second: Rahmo Abdi



GOVERNING BOARD MINUTES – Regular Board Meeting

Vote:

- Ayes – 6
- Nays – 0
- Abstentions – 0

Motion carried.

PUBLIC COMMENT

No public comments were presented.

CONSENT ITEMS

A. Approval of Meeting Minutes – March 27, 2026

Motion: Rashid Mursal

Second: Rahmo Abdi

Vote:

- Ayes – 6
- Nays – 0
- Abstentions – 0

Motion carried.

B. Approval of Articles of Incorporation Amended and Restated

C. Approval of Conflict of Interest Code

D. Approval of Independent Study Board Policies

E. Approval of School Attendance Policy

F. Approval of Board Bylaws

The Board reviewed the consent agenda items and administration provided an overview of the proposed governance and policy updates.

Motion: Ibrahim Hassan

Second: Mulki Hersi

Vote:

- Ayes – 6
- Nays – 0



GOVERNING BOARD MINUTES – Regular Board Meeting

- Abstentions – 0

Motion carried.

DISCUSSION ITEMS

A. CEO Report

The CEO provided updates regarding school operations and instructional programs, including:

- End-of-year academic progress and student achievement updates.
- CAASPP testing completion and preliminary observations.
- Student attendance and enrollment trends.
- Staffing plans and recruitment efforts for the 2026–2027 school year.
- Planning for summer school, ELOP programming, and student enrichment opportunities.
- Ongoing family engagement and community partnership initiatives.

Board members thanked administration and staff for their continued dedication to supporting students and families throughout the school year.

B. Facilities Modernization Project Presentation

The San Diego Unified School District Facilities team and project architects presented updated renderings of the proposed campus modernization project, including the new classroom building, kindergarten area, multipurpose facility, administration building renovations, landscaping, signage, and campus branding elements. School leadership and Board members expressed strong support for the overall design and provided feedback regarding preservation of the school's existing logo and community identity.

The project is currently in the 50% Construction Documents phase and is anticipated to be submitted to the Division of the State Architect (DSA) during summer 2026, with construction expected to begin in 2027. The team also reviewed project funding, furniture and technology infrastructure, campus safety features, and plans for gathering additional community feedback prior to finalizing design elements.

Board members expressed enthusiasm for the project and its positive impact on students, staff, and the broader school community.

C. Governing Board Member Recruitment and Candidate Introduction

The Board discussed the recruitment process for filling current vacancies on the Governing Board. Candidates Omar Aden and Aden Isse introduced themselves and shared their professional backgrounds, community involvement, and interest in serving the Iftin Charter School community.

Board members thanked both candidates for their willingness to serve and discussed the value of expanding board expertise and community representation.



GOVERNING BOARD MINUTES – Regular Board Meeting

D. Summer School Program Plan 2026

Administration presented the proposed Summer School Program, including academic intervention, literacy and mathematics support, enrichment opportunities, health and wellness activities, and student engagement programs. The Board reviewed enrollment projections, staffing plans, and program goals designed to support student learning during the summer months.

E. Public Hearing – Proposed 2026–2027 LCAP and Preliminary Budget

Board President Faisal Ali opened the public hearing regarding the proposed 2026–2027 Local Control and Accountability Plan (LCAP) and preliminary budget.

Administration presented the proposed LCAP goals, student achievement priorities, support services, and budget assumptions for the upcoming school year. The Board received public input and discussed planned investments in academic programs, student support services, and operational priorities.

The public hearing was closed following completion of comments and discussion.

ACTION ITEMS

A. Approval of Summer School Program Plan and Budget

Motion: Rashid Mursal

Second: Ibrahim Hassan

Vote:

- Ayes – 6
- Nays – 0
- Abstentions – 0

Motion carried.

B. Consideration and Approval of Appointment of Omar Aden to the Governing Board

The Board reviewed the qualifications and experience of Omar Aden and discussed his potential contributions to the school community.

Motion: Dr. Joseph Johnson

Second: Mulki Hersi

Vote:

- Ayes – 6
- Nays – 0
- Abstentions – 0

Motion carried.



GOVERNING BOARD MINUTES – Regular Board Meeting

C. Consideration and Approval of Appointment of Aden Isse to the Governing Board

The Board reviewed the qualifications of Aden Isse and discussed his interest in serving the school.

Motion: Ibrahim Hassan

Second: Rashid Mursal

Vote:

- Ayes – 0
- Nays – 6
- Abstentions – 0

Motion did not carry.

CLOSED SESSION

The Board entered Closed Session to conduct a Public Employee Performance Evaluation of the Chief Executive Officer pursuant to Government Code §54957.

REPORT TO OPEN SESSION

The Board reconvened in Open Session.

No reportable action.

ADVANCED PLANNING

The next regularly scheduled Governing Board Meeting will be held on Friday, June 18, 2026 at 5:30 PM.

ADJOURNMENT

The meeting was adjourned at 7:42 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

2025-26 and 2026-27 Education Protection Account (EPA)

RESOLUTION OF THE GOVERNING BOARD OF

IFTIN CHARTER SCHOOL

BACKGROUND:

The voter's approved Proposition 30, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, the charter is required to annually report on their website an accounting of the EPA funds received and how those funds were spent. The budget implication is additional revenue that cannot be spent on administrative expense.

ACTION:

BE IT RESOLVED that the Education Protection Account funds to be received by IFTIN CHARTER SCHOOL FY2026-27 in the amount of

approximately \$112,206 will be used on Certificated Teacher Salaries, thus solely for instructional, non-administrative expenses.

PASSED AND ADOPTED at a meeting of the Board of Directors of The IFTIN CHARTER SCHOOL.

In FY2025-26, the school received approximately \$109,205 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.

Iftin Charter School FY25-26 Budget

	CATEGORY	FY25-26 2ND INTERIM	FY25-26 PROJECTED ACTUALS	VARIANCE	FY26-27 BUDGET	Projected Actuals & FY26-27 VARIANCE
	TOTAL ENROLLMENT	573	587	14	590	3
	AVERAGE DAILY ATTENDANCE	539	546	7	561	15
REVENUE	State LCFF Revenue	7,220,447	7,346,808	126,361	\$ 7,930,873	584,065
	Federal Revenue	841,966	1,132,184	290,218	\$ 1,162,445	30,261
	Other State Revenue	3,268,072	3,058,875	(209,198)	\$ 2,920,638	(138,236)
	Local Revenue	50,650	61,269	10,619	\$ 57,630	(3,639)
	TOTAL REVENUE	11,381,135	11,599,135	218,000	\$ 12,071,586	\$ 472,451
EXPENSES	Certificated Salaries	2,712,931	2,736,240	23,308	\$ 3,107,815	\$ 371,575
	Classified Salaries	3,592,914	3,592,914	(0)	\$ 3,633,782	\$ 40,868
	Benefits	2,271,842	2,309,106	37,263	\$ 2,407,317	\$ 98,211
	TOTAL PERSONNEL EXPENSES	8,577,688	8,638,260	60,572	\$ 9,148,914	\$ 510,654
	Books and Supplies	1,201,161	1,315,503	114,342	\$ 1,341,813	\$ 26,310
	Services and Other Operating Expenses	1,643,563	1,552,708	(90,855)	\$ 1,637,134	\$ 84,425
	Capital Outlay	82,400	82,400	-	\$ 84,048	\$ 1,648
	Other Outgoing	-	-	-	\$ -	
	TOTAL OTHER EXPENSES	2,927,125	2,950,612	23,487	\$ 3,062,995	\$ 112,384
	TOTAL EXPENSES	11,504,813	11,588,871	84,059	\$ 12,211,909	\$ 623,038
SUMMARY	SURPLUS\ (DEFICIT)	(123,678)	10,264	133,941	(140,323)	(150,586)
	<i>% of Expenses</i>	<i>-1.1%</i>	<i>0.1%</i>		<i>-1.1%</i>	
	BEGINNING FUND BALANCE	\$ 2,686,401	\$ 2,686,401		\$ 2,562,724	
	ENDING BALANCE	\$ 2,562,724	\$ 2,696,665		\$ 2,422,401	
	<i>% of Expenses</i>	<i>22%</i>	<i>23.3%</i>		<i>20%</i>	

8590	All Other State Revenues	2,319,226	2,076,353	(242,873)	1,907,096	(169,257)
8591	SB 740 Revenue	-	-	-	-	-
8599	Prior Year State Income	-	15,809	15,809	-	(15,809)
8791	SPED State/Other Transfers of Apportionments from Districts	-	-	-	-	-
8792	SPED State/Other Transfers of Apportionments from County	465,960	476,829	10,869	511,095	34,266
8596	ASES	200,000	200,000	-	200,000	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
Total State		3,268,072	3,058,875	(209,198)	2,920,638	(138,236)
LOCAL						
8639	Student Lunch revenue	-	-	-	-	-
8650	Rental Income	-	-	-	-	-
8660	Interest Income	50,000	54,803	4,803	51,000	(3,803)
8662	Net Increase/Decrease in Investment	-	-	-	-	-
8677	State Local SPED Revenue	-	-	-	-	-
8682	Foundation Grants/Donations	-	-	-	-	-
8684	Student Body (ASB) Fundraising Revenue	-	-	-	-	-
8685	School Site fundraising	-	-	-	-	-
8688	In Kind Contributions	-	-	-	-	-
8694	Field Trip Revenues	-	-	-	-	-
8698	E-rate Revenues	-	-	-	-	-
8699	All Other Local Revenue	650	6,466	5,816	6,630	164
8785	CMO Management Fee Income	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
80XX	---	-	-	-	-	-
Total Local		50,650	61,269	10,619	57,630	(3,639)
TOTAL REVENUE		11,381,135	11,599,135	218,000	12,071,586	472,451

4102	Supplemental Curriculum	-	-	-	-	-
4200	Books and Other Reference Materials	20,600	20,600	-	21,012	412
4215	CSI Materials	-	-	-	-	-
4300	Materials and Supplies	169,950	94,950	(75,000)	96,849	1,899
4315	Classroom Materials and Supplies	41,200	41,200	-	42,024	824
4342	Materials for School Sponsored Athletics	5,150	5,150	-	5,253	103
4381	Materials for Plant Maintenance	24,721	35,259	10,538	35,965	705
4400	Noncapitalized Equipment	25,750	25,750	-	26,265	515
4407	Student Educational Software	13,390	13,390	-	13,658	268
4410	Software and Software Licensing	68,258	68,258	-	69,623	1,365
4430	Noncapitalized Student Equipment	66,984	41,984	(25,000)	42,824	840
4440	Student Event Materials	14,420	14,420	-	14,708	288
4700	Food and Food Supplies	721,000	921,000	200,000	939,420	18,420
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
40XX	---	-	-	-	-	-
Total Books and Supplies		1,201,161	1,315,503	114,342	1,341,813	26,310
SERVICES AND OTHER OPERATING EXPENDITURES						
5100	Subagreements for Services	-	-	-	-	-
5200	Travel and Conferences	10,300	10,300	-	10,506	206
5206	Parking Expense	-	-	-	-	-
5210	Training and Development Expense	27,104	27,104	-	27,646	542
5300	Dues and Memberships	30,900	28,164	(2,736)	28,727	563
5400	Insurance	108,150	108,150	-	110,313	2,163
5450	Property Taxes	-	-	-	-	-
5500	Operation and Housekeeping Services	34,441	34,441	-	35,130	689
5501	Utilities	122,322	37,322	(85,000)	38,068	746
5505	Student Transportation/Field Trips	-	-	-	-	-
5600	Space Rental/Leases Expense	130,000	156,789	26,789	159,924	3,136
5601	Building Maintenance	51,500	65,892	14,392	67,210	1,318
5602	Other Space Rental	-	-	-	-	-
5603	Engagement Space Rental	-	-	-	-	-
5605	Equipment Rental/Lease Expense	28,840	28,840	-	29,417	577
5610	Equipment Repair	-	-	-	-	-
5621	Facilities Costs	-	-	-	-	-
5710	Transfer of Direct Costs	-	-	-	-	-
5800	Professional/Consulting Services and Operating Expenditures	141,518	215,443	73,925	234,752	19,309
5803	Banking and Payroll Service Fees	27,454	45,984	18,530	60,904	14,920
5805	Legal Services	61,800	61,800	-	63,036	1,236
5806	Audit Services	14,935	27,225	12,290	27,770	545
5807	Legal Settlements	20,600	5,600	(15,000)	5,712	112

60XX	---	-	-	-	-	-
60XX	---	-	-	-	-	-
60XX	---	-	-	-	-	-
60XX	---	-	-	-	-	-
Total Capital Outlay		82,400	82,400	-	84,048	1,648
OTHER OUTGOING						
7000	Miscellaneous Expense	-	-	-	-	-
7141	Special Education Encroachment District	-	-	-	-	-
7200	Other Transfer	-	-	-	-	-
7201	Write Off of Prior year assets	-	-	-	-	-
7299	All other Transfers	-	-	-	-	-
7310	Transfer of Indirect Costs	-	-	-	-	-
7438	Debt Service - Interest	-	-	-	-	-
7439	Debt Service Amortization	-	-	-	-	-
7619	Other Interfund Transfers out	-	-	-	-	-
70XX	---	-	-	-	-	-
70XX	---	-	-	-	-	-
70XX	---	-	-	-	-	-
70XX	---	-	-	-	-	-
70XX	---	-	-	-	-	-
70XX	---	-	-	-	-	-
70XX	---	-	-	-	-	-
70XX	---	-	-	-	-	-
70XX	---	-	-	-	-	-
70XX	---	-	-	-	-	-
Total Other Outgoing		-	-	-	-	-
TOTAL EXPENSES		11,504,813	11,588,871	84,059	12,211,909	623,038

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name:

County-District-School (CDS) Code:

Allocation Years: 2023–24, 2024–25, 2025–26

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds

5. Number of students served with AMS funds

6. Number of school sites providing arts education programs with AMS funds

Date of Approval by Governing Board/Body

Annual Report Data URL (direct PDF link to document on local educational agency website)

**IFTIN CHARTER SCHOOL
BOARD OF DIRECTORS AGENDA ITEM
Action Item**

RECOMMENDATION: Approve application for the 2026-27 Consolidated Application Funds listed below.

BACKGROUND INFORMATION:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, each local educational agency (LEA) submits the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. The 2026-27 ConApp is available for completion and application. Therefore, the action on this document is being taken to approve the application for these funds.

CURRENT INFORMATION:

Title I, Part A Basic Grant- ESSA

Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Title I-funded schools are either Targeted Assistance Schools (TAS) or Schoolwide Program (SWP) schools

Title II, Part A, Teacher Quality

Funds are designated to ensure compliance with professional development activities and to support teachers meeting state and ESSA credentialing requirements.

Title III, Language Instruction of English Learners

Funds are to assist EL students to acquire English and meet grade-level achievement and graduation goals.

Title IV. Part A, Student Support

This program provides funding to improve students' academic achievement by increasing school district capacity to:

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.



Proposal #009625134
Prepared For
Iftin Charter Elem School

Attention:
Dean Saidy
saidy@iftincharter.net

For the Purchase of:
CA Into Math TK-8 Premium; 1 YEAR

Prepared By
Thomas Eddy
thomas.eddy@hnhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:
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saidy@iftincharter.net

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**Proposal for
Iftin Charter Elem School**

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<u>Grade TK</u>					
Teacher Digital Licenses					
1911381 9798202158377	California Into Math Teacher Digital License 1 Year Transitional K	\$154.50	1	\$154.50	
Total for Teacher Digital Licenses		\$154.50			
A la Carte Items Available for Purchase					
1911311 9798202158667	California Into Math Teacher's Guide Set Transitional K	\$176.75	1	\$176.75	
Total for A la Carte Items Available for Purchase		\$176.75			
<u>Total for Grade TK</u>		\$331.25			

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Proposal for Iftin Charter Elem School

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Grade K					
Student Resource Package					
1901674	9798202108075 California Into Math Premium Student Resource Package 1 Year Print/1 Year Digital Grade K	\$41.34	53	\$2,191.02	
Package Includes: California Into Math Student Edition Collection Grade K California Into Math Practice Plus Grade K California Into Math Digital Student License 1 Year Grades K-5					
Total for Student Resource Package				\$2,191.02	
Teacher Resource Package					
1904146	9798202123993 California Into Math Premium Teacher Resource Package with 1 Year Digital Grade K	\$621.69	2	\$1,243.38	
Package Includes: California Into Math Teacher Guide Set Grade K Into Math Premium Manipulatives Kit Grade K California Into Math Almost There: Small-Group Activities Grade K Into Math Game and Activity Cards Grade K California Into Math Digital Teacher License 1 Year Grades K-5					
Total for Teacher Resource Package				\$1,243.38	
<u>Total for Grade K</u>				\$3,434.40	

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Proposal for Iftin Charter Elem School

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Grade 1					
Student Resource Package					
1901675	9798202108082 California Into Math Premium Student Resource Package 1 Year Print/1 Year Digital Grade 1	\$41.34	50	\$2,067.00	
Package Includes: California Into Math Student Edition Collection Grade 1 California Into Math Practice Plus Grade 1 California Into Math Digital Student License 1 Year Grades K-5					
Total for Student Resource Package				\$2,067.00	
Teacher Resource Package					
1904148	9798202124006 California Into Math Premium Teacher Resource Package with 1 Year Digital Grade 1	\$621.69	2	\$1,243.38	
Package Includes: California Into Math Teacher Guide Set Grade 1 Into Math Premium Manipulatives Kit Grade 1 California Into Math Almost There: Small-Group Activities Grade 1 Into Math Game and Activity Cards Grade 1 California Into Math Digital Teacher License 1 Year Grades K-5					
Total for Teacher Resource Package				\$1,243.38	
<u>Total for Grade 1</u>				\$3,310.38	

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Proposal for Iftin Charter Elem School

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Grade 2					
Student Resource Package					
1901676	9798202108099 California Into Math Premium Student Resource Package 1 Year Print/1 Year Digital Grade 2	\$41.34	58	\$2,397.72	
Package Includes: California Into Math Student Edition Collection Grade 2 California Into Math Practice Plus Grade 2 California Into Math Digital Student License 1 Year Grades K-5					
Total for Student Resource Package				\$2,397.72	
Teacher Resource Package					
1904150	9798202124013 California Into Math Premium Teacher Resource Package with 1 Year Digital Grade 2	\$621.69	2	\$1,243.38	
Package Includes: California Into Math Teacher Guide Set Grade 2 Into Math Premium Manipulatives Kit Grade 2 California Into Math Almost There: Small-Group Activities Grade 2 Into Math Game and Activity Cards Grade 2 California Into Math Digital Teacher License 1 Year Grades K-5					
Total for Teacher Resource Package				\$1,243.38	
Total for Grade 2				\$3,641.10	

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Proposal for Iftin Charter Elem School

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Grade 3					
Student Resource Package					
1901677	9798202108105 California Into Math Premium Student Resource Package 1 Year Print/1 Year Digital Grade 3	\$41.34	49	\$2,025.66	
Package Includes: California Into Math Student Edition Collection Grade 3 California Into Math Practice Plus Grade 3 California Into Math Digital Student License 1 Year Grades K-5					
Total for Student Resource Package		\$2,025.66			
Teacher Resource Package					
1904152	9798202124020 California Into Math Premium Teacher Resource Package with 1 Year Digital Grade 3	\$621.69	2	\$1,243.38	
Package Includes: California Into Math Teacher Guide Set Grade 3 Into Math Premium Manipulatives Kit Grade 3 California Into Math Almost There: Small-Group Activities Grade 3 Into Math Game and Activity Cards Grade 3 California Into Math Digital Teacher License 1 Year Grades K-5					
Total for Teacher Resource Package		\$1,243.38			
<u>Total for Grade 3</u>		\$3,269.04			

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Proposal for Iftin Charter Elem School

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Grade 4					
Student Resource Package					
1901678	9798202108112 California Into Math Premium Student Resource Package 1 Year Print/1 Year Digital Grade 4	\$41.34	67	\$2,769.78	
Package Includes: California Into Math Student Edition Collection Grade 4 California Into Math Practice Plus Grade 4 California Into Math Digital Student License 1 Year Grades K-5					
Total for Student Resource Package				\$2,769.78	
Teacher Resource Package					
1904294	9798202124037 California Into Math Premium Teacher Resource Package with 1 Year Digital Grade 4	\$621.69	2	\$1,243.38	
Package Includes: California Into Math Teacher Guide Set Grade 4 Into Math Premium Manipulatives Kit Grade 4 California Into Math Almost There: Small-Group Activities Grade 4 Into Math Game and Activity Cards Grade 4 California Into Math Digital Teacher License 1 Year Grades K-5					
Total for Teacher Resource Package				\$1,243.38	
Total for Grade 4				\$4,013.16	

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Proposal for Iftin Charter Elem School

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Grade 5					
Student Resource Package					
1901679 9798202108129	California Into Math Premium Student Resource Package 1 Year Print/1 Year Digital Grade 5	\$41.34	64	\$2,645.76	
Package Includes: California Into Math Student Edition Collection Grade 5 California Into Math Practice Plus Grade 5 California Into Math Digital Student License 1 Year Grades K-5					
Total for Student Resource Package				\$2,645.76	
Teacher Resource Package					
1904296 9798202124044	California Into Math Premium Teacher Resource Package with 1 Year Digital Grade 5	\$621.69	2	\$1,243.38	
Package Includes: California Into Math Teacher Guide Set Grade 5 Into Math Premium Manipulatives Kit Grade 5 California Into Math Almost There: Small-Group Activities Grade 5 Into Math Game and Activity Cards Grade 5 California Into Math Digital Teacher License 1 Year Grades K-5					
Total for Teacher Resource Package				\$1,243.38	
<u>Total for Grade 5</u>				\$3,889.14	

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Proposal for Iftin Charter Elem School

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Grade 6					
Student Resource Package					
1901818 9798202109515	California Into Math Premium Student Resource Package 1 Year Print/1 Year Digital Grade 6	\$41.02	59	\$2,420.18	
Package Includes: California Into Math Student Edition Collection Grade 6 California Into Math Practice Plus Grade 6 California Into Math Digital Student License 1 Year Grades 6-8, and Algebra 1					
Total for Student Resource Package				\$2,420.18	
Teacher Resource Packages					
1904382 9798202124471	California Into Math Premium Teacher Resource Package with 1 Year Digital Grade 6	\$617.29	1	\$617.29	
Package Includes: California Into Math Teacher Guide Set Grade 6 Into Math Premium Manipulatives Kit Grades 6-8 California Into Math Almost There: Small-Group Activities Grade 6 Into Math Game and Activity Cards Grade 6 California Into Math Digital Teacher License 1 Year Grades 6-8, and Algebra 1					
Total for Teacher Resource Packages				\$617.29	
<u>Total for Grade 6</u>				\$3,037.47	

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Proposal for Iftin Charter Elem School

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Grade 7					
Student Resource Package					
1901819	9798202109522 California Into Math Premium Student Resource Package 1 Year Print/1 Year Digital Grade 7	\$41.02	76	\$3,117.52	
	Package Includes: California Into Math Student Edition Collection Grade 7 California Into Math Practice Plus Grade 7 California Into Math Digital Student License 1 Year Grades 6-8, and Algebra 1				
Total for Student Resource Package		\$3,117.52			
Teacher Resource Package					
1904384	9798202124488 California Into Math Premium Teacher Resource Package with 1 Year Digital Grade 7	\$617.29	1	\$617.29	
	Package Includes: California Into Math Teacher Guide Set Grade 7 Into Math Premium Manipulatives Kit Grades 6-8 California Into Math Almost There: Small-Group Activities Grade 7 Into Math Game and Activity Cards Grade 7 California Into Math Digital Teacher License 1 Year Grades 6-8, and Algebra 1				
Total for Teacher Resource Package		\$617.29			
<u>Total for Grade 7</u>		\$3,734.81			

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Proposal for Iftin Charter Elem School

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Grade 8					
Student Resource Package					
1901820	9798202109539 California Into Math Premium Student Resource Package 1 Year Print/1 Year Digital Grade 8	\$41.02	76	\$3,117.52	
	Package Includes: California Into Math Student Edition Collection Grade 8 California Into Math Practice Plus Grade 8 California Into Math Digital Student License 1 Year Grades 6-8, and Algebra 1				
Total for Student Resource Package				\$3,117.52	
Teacher Resource Package					
1904386	9798202124495 California Into Math Premium Teacher Resource Package with 1 Year Digital Grade 8	\$617.29	1	\$617.29	
	Package Includes: California Into Math Teacher Guide Set Grade 8 Into Math Premium Manipulatives Kit Grades 6-8 California Into Math Almost There: Small-Group Activities Grade 8 Into Math Game and Activity Cards Grade 8 California Into Math Digital Teacher License 1 Year Grades 6-8, and Algebra 1				
Total for Teacher Resource Package				\$617.29	
Total for Grade 8				\$3,734.81	

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ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<u>Algebra 1</u>					
Student Resource Package					
1901842 9798202109751	California Into Math Algebra 1 Premium Student Resource Package 1 Year Print/1 Year Digital Grade 8	c \$40.92	65	\$2,659.80	
Package Includes: California Into Math Algebra 1 Student Edition Collection California Into Math Algebra 1 Practice Plus California Into Math Digital Student License 1 Year Grades 6-8, and Algebra 1					
Total for Student Resource Package		\$2,659.80			
Teacher Resource Package					
1904659 9798202126215	California Into Math Algebra 1 Premium Teacher Resource Package with 1 Year Digital	c \$343.71	1	\$343.71	
Package Includes: California Into Math Algebra 1 Teacher Guide Set Into Math Vrs 2 Manipulatives Kit Algebra 1 California Into Math Algebra 1 Almost There: Small-Group Activities Into Math Algebra 1 Game and Activity Cards California Into Math Digital Teacher License 1 Year Grades 6-8, and Algebra 1					
Total for Teacher Resource Package		\$343.71			
<u>Total for Algebra 1</u>		\$3,003.51			

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**Proposal for
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ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<u>SPED Teachers</u>					
K-5					
1901618 9798202110153	California Into Math Teacher Digital License 1 Year Grades K-5	c \$159.14	3	\$477.42	
Total for K-5				\$477.42	
6-8					
1901610 9798202110078	California Into Math Teacher Digital License 1 Year Grades 6-8	c \$159.14	3	\$477.42	
Total for 6-8				\$477.42	
<u>Total for SPED Teachers</u>				\$954.84	

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Proposal for Iftin Charter Elem School

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<u>AI Tools</u>					
Teacher					
1911294 9798202157790	HMH AI Tools Teacher License Unlimited Grades K-12 1 Year	\$50.00	20	\$1,000.00	
Total for Teacher		\$1,000.00			
<u>Total for AI Tools</u>		\$1,000.00			

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Proposal for Iftin Charter Elem School

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<u>Professional Services</u>					
Implementation Success Plan					
1902463	9798202112980 California Into Math Getting Started Live Online 2-Hour Grades K-5 This two-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMM's teaching and learning platform, and the professional learning pathway on Ed. Getting Started is the initial step toward a successful first 30 days. Ongoing training and support will be also provided on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of topics, which includes live sessions, videos, interactive media, and related resources, will help teachers plan, teach, and assess student learning using their new HMM program. After teachers complete each pathway topic, they receive a certificate of completion.		1		
1902466	9798202113017 California Into Math Leader Success 1-Hour Grades K-5 During this one-hour live online session, leaders learn about the design and resources of their HMM program. To help leaders develop a plan to guide implementation and set up teachers for a successful start, HMM Coaches share tools and best teaching and student learning practices to observe in the classroom. Leaders also preview the Teacher Success Pathways and resources on HMM Ed for ongoing support.		1		
1912722	9798202167850 California Into Math Differentiate Instruction to Increase Student Learning Live Online Grades K-5 2-Hour After the Getting Started session, learning continues with a two-hour follow-up session. This live online interactive session helps educators use student data to differentiate instruction, effectively implement small-group resources, and maximize student engagement with online adaptive practice built to accelerate math achievement.		1		
1902475	9798202113109 California Into Math Getting Started Live Online 2-Hour Grades 6-8 This two-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMM's teaching and learning platform, and the professional learning pathway on Ed. Getting Started is the initial step toward a successful first 30 days. Ongoing training and support will be also provided on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of topics, which includes live sessions, videos, interactive media, and related resources, will help teachers plan, teach, and assess student learning using their new HMM program. After teachers complete each pathway topic, they receive a certificate of completion.		1		
1902478	9798202113130 California Into Math Leader Success 1-Hour Grades 6-8 Designed specifically for district and school leaders and instructional coaches to successfully kick off the first 30 days, this session provides an overview of the program's instructional model, assessments, and Ed, the HMM program platform. Leaders will also explore what to look for in a classroom during the first 30 days of instruction and tools to successfully support teachers with their new HMM program.		1		
1912733	9798202167928 California Into Math Differentiate Instruction to Increase Student Learning Live Online Grades 6-8 2-Hour After the Getting Started session, learning continues with a two-hour follow-up session. This live online interactive session helps educators use student data to differentiate instruction, effectively implement small-group resources, and maximize student engagement with online adaptive practice built to accelerate math achievement.		1		

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<u>Total for Professional Services</u>		\$ 0.00			

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ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
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<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><i>Total Savings:</i></td> <td align="right">\$0.00</td> </tr> <tr> <td><i>Subtotal Purchase Amount:</i></td> <td align="right">\$37,353.91</td> </tr> <tr> <td><i>Shipping & Handling:</i></td> <td align="right">\$24.75</td> </tr> <tr> <td><i>Sales Tax:</i></td> <td align="right">\$2,735.54</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td><i>Total Cost of Proposal (PO Amount):</i></td> <td align="right">\$40,114.20</td> </tr> </table>	<i>Total Savings:</i>	\$0.00	<i>Subtotal Purchase Amount:</i>	\$37,353.91	<i>Shipping & Handling:</i>	\$24.75	<i>Sales Tax:</i>	\$2,735.54	<hr/>		<i>Total Cost of Proposal (PO Amount):</i>	\$40,114.20
<i>Total Savings:</i>	\$0.00											
<i>Subtotal Purchase Amount:</i>	\$37,353.91											
<i>Shipping & Handling:</i>	\$24.75											
<i>Sales Tax:</i>	\$2,735.54											
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<i>Total Cost of Proposal (PO Amount):</i>	\$40,114.20											

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Total Cost of Proposal (PO Amount): \$40,114.20

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- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
 - o Point of Contact for Print materials
 - o Point of Contact for Digital materials
 - o Point of Contact for Scheduling Professional Development
 - o Email address for Accounts Payable contact
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

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5465 EL CAJON BLVD	5465 EL CAJON BLVD
SAN DIEGO, CA 92115-3620	SAN DIEGO, CA 92115-3620
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Date of Proposal: 5/7/2026

Proposal Expiration Date: 6/21/2026



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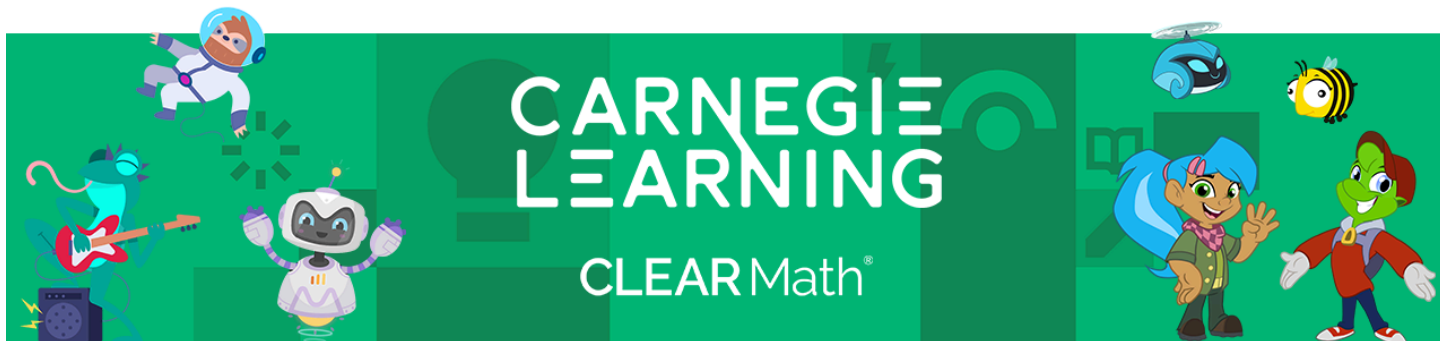
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Iftin Charter School

1 Year Math Adoption Pricing, 600 Students

Item	Description	Price
TK-8 Math	<p>For TK - Student playmat and manipulatives</p> <p>For K-5 - Student consumable book, student practice book, complete digital course, which includes Mathia Adventure</p> <p>For Grades 6-8 - Student consumable book, complete digital course, which includes Mathia and Mathstream</p> <p>Teacher Implementation Guide and complete digital license provided at no cost.</p>	<p>\$56.66 per student per year for 1 years Total \$33,997.35 (applicable tax additional)</p>

Two Initial Implementation training days for all teachers and coaches are included with purchase.

Manipulative kit for K-5 available for purchase for \$772.50

Implementation Launch Workshop

The Initial Implementation Workshop gets teachers and leaders started with the ClearMath resources.

Partnership Team

Marsha Lafferty

Account Executive

mlafferty@carnegielearning.com

Bernadette Levy

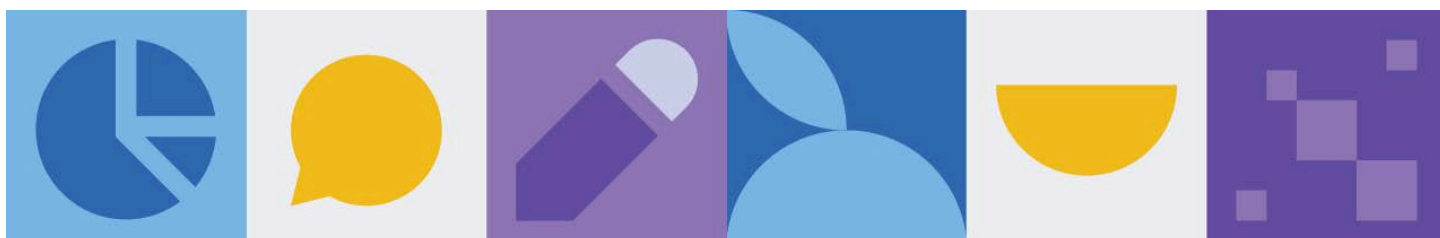
Regional Account Manager

blevy@carnegielearning.com

Andrea Stojanov

Vice President of Professional Learning

astojanov@carnegielearning.com



Curriculum Associates®

Prepared For:

Dean Saidy
Iftin Charter ES
5465 El Cajon Blvd,
San Diego, CA 92115

4/3/2026

Dear Dean Saidy,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2026-2027 Quote ID: 460565.1 Quote Valid through: 12/31/2026

Product	List Price	Net Price
i-Ready Classroom	\$60.00	\$0.00
Classroom Mathematics California	\$25,938.00	\$15,261.75
i-Ready	\$24,330.00	\$24,330.00
Ready	\$98.00	\$0.00
Professional Learning	\$17,500.00	\$12,000.00
i-Ready Partners Services	\$0.00	\$0.00
Educator Resources	\$13,856.56	\$11,778.00
	List Total:	\$81,782.56
	Savings:	\$18,412.81
	Shipping/Tax/Other:	\$3,237.93
	Total:	\$66,607.68

Thank you again for your interest in Curriculum Associates.

Sincerely

David Kootman
(760) 521-6055
dkootman@cainc.com

i-Ready Partners Services Includes:

- **Initial Implementation Services:** Provisioning, Initial Rostering, Hosting, Technology Assessment
- **Implementation Management:** Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- **Staff Development Consultation and Resources:** Consultative services to help you plan and make the most of Professional Learning sessions, and i-Ready Central Self-Service Resources
- **Technical Support:** Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

Please submit this quote with your purchase order

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Quote ID: 460565.1 Date: 4/3/2026 Quote Valid through: 12/31/2026

Prepared For:

Dean Saidy
 Iftin Charter ES
 5465 El Cajon Blvd,
 San Diego, CA 92115
 saidy@iftincharter.net
 6192652411

Your Representative:

David Kootman
 (760) 521-6055
 dkootman@cainc.com

i-Ready Classroom

Product Name	Item #	Qty	List Price	Net Price	Total
Mathematics Centers Library Grade K Card Box (2024) 1 Year	42352.0	2	\$15.00	\$0.00	\$0.00
Mathematics Centers Library Grade 1 Card Box (2024) 1 Year	42353.0	2	\$15.00	\$0.00	\$0.00
i-Ready Classroom Subtotal:					\$0.00

Classroom Mathematics California

Product Name	Item #	Qty	List Price	Net Price	Total
Classroom Mathematics California Student Worktext + Digital Access Grade K 1 Year	40377.0	57	\$35.00	\$29.75	\$1,695.75
Classroom Mathematics California Teacher Guide + Digital Access Grade K 1 Year	40404.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + Digital Access Grade 1 1 Year	40378.0	57	\$35.00	\$29.75	\$1,695.75
Classroom Mathematics California TDC Poster Grade K-1	45880.0	4	\$3.50	\$0.00	\$0.00
Classroom Mathematics California Teacher Guide + Digital Access Grade 1 1 Year	40405.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + Digital Access Grade 2 1 Year	40379.0	57	\$35.00	\$29.75	\$1,695.75
Classroom Mathematics California Teacher Guide + Digital Access Grade 2 1 Year	40406.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + Digital Access Grade 3 1 Year	40380.0	57	\$35.00	\$29.75	\$1,695.75
Classroom Mathematics California Teacher Guide + Digital Access Grade 3 1 Year	40407.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + Digital Access Grade 4 1 Year	40381.0	57	\$35.00	\$29.75	\$1,695.75
Classroom Mathematics California Teacher Guide + Digital Access Grade 4 1 Year	40408.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + Digital Access Grade 5 1 Year	40382.0	57	\$35.00	\$29.75	\$1,695.75
Classroom Mathematics California Teacher Guide + Digital Access Grade 5 1 Year	40409.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California TDC Poster Grade 2-5	45881.0	8	\$3.50	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + Digital Access Grade 6 1 Year	40383.0	57	\$35.00	\$29.75	\$1,695.75
Classroom Mathematics California Teacher Guide + Digital Access Grade 6 1 Year	40410.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + Digital Access Grade 7 1 Year	40384.0	57	\$35.00	\$29.75	\$1,695.75
Classroom Mathematics California Teacher Guide + Digital Access Grade 7 1 Year	40411.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + Digital Access Grade 8 1 Year	40385.0	57	\$35.00	\$29.75	\$1,695.75
Classroom Mathematics California Teacher Guide + Digital Access Grade 8 1 Year	40412.0	2	\$440.00	\$0.00	\$0.00

Classroom Mathematics California TDC Poster Grade 6-A1	45882.0	6	\$3.50	\$0.00	\$0.00
Classroom Mathematics California Subtotal:					\$15,261.75

i-Ready

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	15004.0	1	\$24,330.00	\$24,330.00	\$24,330.00
i-Ready Subtotal:					\$24,330.00

Ready

Product Name	Item #	Qty	List Price	Net Price	Total
Mathematics Discourse Cards - English	23544.0	14	\$7.00	\$0.00	\$0.00
Ready Subtotal:					\$0.00

Professional Learning

Product Name	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	40124.0	1	\$500.00	\$0.00	\$0.00
Professional Learning Interactive Community Session Site License AY 26-27	47165.0	1	\$5,000.00	\$0.00	\$0.00
Professional Learning Session (up to 6 hours) AY 26-27	38559.0	5	\$2,400.00	\$2,400.00	\$12,000.00
Professional Learning Subtotal:					\$12,000.00

i-Ready Partners Services

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Partners Core Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	27034.0	1	\$0.00	\$0.00	\$0.00
i-Ready Partners Services Subtotal:					\$0.00

Educator Resources

Product Name	Item #	Qty	List Price	Net Price	Total
Grade K Mathematics Materials Kit	46205.0	2	\$469.42	\$399.00	\$798.00
Math Classroom Manipulative Kit Grade K	41156.0	2	\$469.41	\$399.00	\$798.00
Grade 1 Mathematics Materials Kit	46206.0	2	\$469.42	\$399.00	\$798.00
Math Classroom Manipulative Kit Grade 1	41157.0	2	\$587.06	\$499.00	\$998.00
Math Classroom Manipulative Kit Grade 2 (2 Boxes)	41483.0	2	\$704.71	\$599.00	\$1,198.00
Math Classroom Manipulative Kit Grade 3 (2 Boxes)	41484.0	2	\$704.71	\$599.00	\$1,198.00
Math Classroom Manipulative Kit Grade 4 (2 Boxes)	41485.0	2	\$704.71	\$599.00	\$1,198.00
Math Classroom Manipulative Kit Grade 5 (2 Boxes)	41486.0	2	\$704.71	\$599.00	\$1,198.00
Math Classroom Manipulative Kit Grade 6	41162.0	2	\$704.71	\$599.00	\$1,198.00
Math Classroom Manipulative Kit Grade 7	41163.0	2	\$704.71	\$599.00	\$1,198.00
Math Classroom Manipulative Kit Grade 8	41164.0	2	\$704.71	\$599.00	\$1,198.00
Educator Resources Subtotal:					\$11,778.00

Total		
	List Total:	\$81,782.56
	Savings:	\$18,412.81
	Merchandise Total:	\$63,369.75
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$2,177.91
	Estimated Shipping:	\$1,060.02
	Total:	\$66,607.68

Special Notes
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 15% Partnership Discount applied to print products contingent upon purchase of i-Ready.

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 Shipping: Shipping based on MDSE total
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N1

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Information on Professional Learning Sessions

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Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.



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2026-27 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-26	24	6	0	10	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Iftin Charter School (ICS) uses a variety of locally selected measures to monitor progress in implementing the California State Board of Education (SBE)-adopted academic standards. These measures include Measures of Academic Progress (MAP), CAASPP Interim Assessments, Tools for Teachers, classroom-based assessments, curriculum-based benchmarks, and teacher observations. ICS uses these tools because they provide timely and actionable data that guide instructional decision-making, support differentiation, and ensure alignment with California academic standards. Professional learning communities (PLCs), classroom walkthroughs, and data analysis meetings further support continuous improvement and instructional alignment.

These measures support the school's Local Control and Accountability Plan (LCAP) goals and address the needs of its diverse student population, including English learners, newcomer students, and students with interrupted formal education.

****English Language Arts (ELA) and English Language Development (ELD):** ICS continues full implementation of the California Common Core State Standards through Reach for Reading and integrated literacy instruction. Designated and integrated ELD instruction is provided daily and supported by ELD specialists, targeted interventions, and ongoing professional development focused on language acquisition and literacy development.

****Mathematics:** The Common Core State Standards for Mathematics are fully implemented through Eureka Math. Teachers use MAP data, CAASPP Interim Assessments, and IXL to monitor student progress, inform instruction, and provide targeted support and enrichment opportunities.

****Next Generation Science Standards (NGSS):**** ICS continues implementation of NGSS through Discovery Science and hands-on STEM learning experiences. Students engage in inquiry-based instruction that promotes scientific thinking, problem-solving, and real-world application of concepts.

****History-Social Science:** Studies Weekly provides standards-aligned instruction that supports historical inquiry, civic engagement, and critical thinking. Teachers incorporate project-based learning and discussion protocols to deepen student understanding.

****Career Technical Education (CTE):** During the 2025–26 school year, Iftin Charter School launched a College and Career Readiness elective for 7th and 8th grade students. Similar to an AVID-style program, the course is designed to expose students to postsecondary opportunities and career pathways through college exploration, career research, project-based learning, goal setting, and leadership development. Students engage in activities that build critical thinking, communication, collaboration, organization, and problem-solving skills while learning about universities, career options, and future educational pathways. In addition, technology integration, STEM projects, and real-world learning experiences help students develop foundational career-readiness skills and prepare for success in high school, college, and future careers.

****Health Education and Physical Education:** Health and physical education standards are fully implemented through regular instruction aligned with California frameworks. Students participate in activities that promote physical fitness, healthy lifestyles, and social-emotional well-being.

****Visual and Performing Arts:** Students participate in visual arts instruction and enrichment opportunities through classroom projects and community partnerships. ICS continues exploring opportunities to expand music and performing arts experiences.

****World Language:** Students are exposed to multilingual learning opportunities and cultural awareness through ELD instruction, thematic units, and community-based activities that celebrate linguistic diversity.

ICS supports standards implementation through professional development, collaborative planning, coaching, and the strategic use of assessment data. During the 2025–26 school year, the school continued to strengthen instructional alignment, improve support for English learners, and expand intervention and enrichment opportunities to ensure equitable access to high-quality instruction and academic success for all students.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts		2				
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

As a TK–8 public charter school serving a predominantly immigrant and English learner population, Iftin Charter School remains committed to ensuring equitable access to California's academic standards for all students. The school continues to invest in professional development focused on standards-based instruction, instructional planning aligned to CAASPP expectations, effective use of interim assessment data, and implementation of integrated and designated English Language Development (ELD) strategies across content areas.

Teachers receive ongoing support through professional learning communities, collaborative planning, classroom observations, and data analysis cycles. Instruction is supported by standards-aligned curricula and resources, including Eureka Math, Reach for Reading, Discovery Science, and Studies Weekly, helping ensure alignment with Common Core State Standards and the Next Generation Science Standards.

ICS uses MAP Growth assessments, CAASPP Interim Assessments, classroom-based measures, and teacher observations to monitor student progress and guide instructional decisions. These tools are especially valuable in supporting students who enter below grade level or with interrupted formal education. Enrichment opportunities in STEM, technology, visual arts, and project-based learning further expand student access to a broad and engaging curriculum.

While significant progress has been made in implementing core academic standards, ICS continues to strengthen instructional alignment in science, history-social science, and the arts while expanding access to high-quality instructional materials, technology resources, and intervention supports to promote academic success for all students.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Iftin Charter School has established strong, trusting relationships with families through consistent communication, culturally responsive engagement practices, and a commitment to creating an inclusive school community. The school provides a welcoming environment for all families, particularly those from immigrant, refugee, and newcomer backgrounds, including Somali, Arabic, Haitian, and other multilingual communities represented within the school.

Bilingual staff members, including the Parent Liaison and Outreach Coordinator, play a critical role in strengthening family-school partnerships by providing interpretation, translation, and direct support to families. Teachers and staff maintain regular two-way communication through ClassDojo, phone calls, parent-teacher conferences, school events, and materials translated into families' home languages. These communication systems help ensure that families remain informed and engaged in their children's education.

The school also promotes meaningful family involvement through workshops, family engagement nights, cultural celebrations, volunteer opportunities, and participation in advisory groups such as the School Site Council (SSC) and English Learner Advisory Committee (ELAC). Educational partner feedback indicates that families feel welcomed, respected, and comfortable communicating with school staff. As a result, Iftin continues to strengthen a positive school culture where families are valued as essential partners in supporting student success and school improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While Iftin Charter School has made significant progress in building strong relationships with families, the school recognizes opportunities to further strengthen family engagement practices. A primary focus area is increasing staff capacity to better understand and engage with the unique strengths, cultures, experiences, and goals of each family. Educational partner feedback and local data indicate that families value personalized communication and meaningful opportunities to participate in their children's educational journey.

To address this need, the school is working to implement more consistent student goal-setting conferences that actively involve students, families, and teachers in discussing academic progress and future goals. Iftin also plans to expand professional development opportunities focused on culturally responsive family engagement, effective communication strategies, and relationship-building practices for all staff, including new teachers and classified employees.

Additionally, the school seeks to strengthen systems for gathering and responding to family feedback throughout the year to ensure that engagement efforts remain responsive to the needs of the school community. These improvements will help deepen partnerships with families and further support student success, belonging, and academic achievement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families, Iftin Charter School will continue to strengthen outreach efforts and remove barriers that may limit participation in school activities and decision-making processes. The school will increase opportunities for home visits, provide interpretation and translation services at all major meetings

and events, and conduct targeted outreach to families of students with disabilities, English learners, newcomer students, and families who have historically been less involved in school activities.

The Parent Liaison and Outreach Coordinator will play a key role in this work by facilitating focus groups, conducting personalized outreach, and encouraging greater participation in advisory committees such as the School Site Council (SSC) and English Learner Advisory Committee (ELAC). The school will also host culturally responsive family forums and informational workshops designed to address the specific needs and interests of diverse family groups.

In addition, Iftin will continue to expand professional development for staff on culturally responsive communication, relationship-building strategies, and trauma-informed practices. These efforts will help ensure that all families feel welcomed, respected, informed, and connected to the school community. By creating multiple pathways for engagement and elevating family voice, the school aims to strengthen partnerships with underrepresented families and increase their meaningful participation in supporting student success and school improvement.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Iftin Charter School has made significant progress in building strong partnerships with families to support student learning and achievement. The school has established multiple structures that encourage meaningful family engagement and provide families with the knowledge and resources needed to support academic success at home. Parents are regularly invited to school events, workshops, and informational sessions focused on topics such as Common Core State Standards, literacy and math strategies, assessment results, and the effective use of educational tools such as IXL, MAP, Google Classroom, and other digital learning platforms.

The school conducts parent-teacher conferences throughout the year, creating ongoing opportunities for families and educators to discuss student progress, review academic goals, and collaborate on strategies for success. Staff

maintain regular communication with families through ClassDojo, the PowerSchool Parent Portal, phone calls, emails, and translated materials to ensure information is accessible and understandable in families' preferred languages.

Iftin also provides families with information and training related to educational rights, special education services, English Learner programs, intervention supports, and available community resources. The Parent Liaison and Outreach Coordinator play an essential role in connecting families to services, facilitating communication between home and school, and encouraging participation in school programs and decision-making opportunities.

Educational partner feedback indicates that families feel informed, supported, and increasingly engaged in their children's education. These efforts have strengthened family-school partnerships and contributed to a collaborative environment focused on improving student outcomes and ensuring every student has the support needed to succeed academically and socially.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While Iftin Charter School has established strong systems for family engagement, the school continues to identify opportunities to deepen partnerships that directly support student achievement. A key area for improvement is increasing personalized, goal-oriented collaboration among teachers, students, and families. Educational partner feedback indicates that families would like greater involvement in setting academic goals, monitoring progress, and understanding assessment results. In response, the school is working to strengthen practices that promote meaningful discussions about student learning, growth, and future goals.

To support this effort, Iftin plans to expand opportunities for student-led conferences and provide teachers with additional tools and strategies to facilitate data-informed conversations with families. These efforts will help families better understand student performance and actively participate in the development of academic and social-emotional goals.

Another focus area is enhancing staff capacity to engage families as authentic partners in the educational process. The school will continue to provide professional development focused on effective family engagement practices, culturally responsive communication, and strategies for building collaborative relationships with families from diverse linguistic and cultural backgrounds.

Additionally, Iftin will continue to seek family feedback regarding communication, workshops, and support services to ensure engagement efforts remain responsive to family needs. By strengthening these areas, the school aims to build even stronger partnerships that empower families to actively support student success and contribute to positive educational outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To better engage underrepresented families in supporting student outcomes, Iftin Charter School will expand outreach efforts through home visits, community-based events, and culturally responsive programming led by the Outreach Coordinator and Parent Liaison. These efforts will prioritize families of students with disabilities, English learners, newcomer students, and families who may be less familiar or comfortable navigating school systems.

The school will increase access to interpretation and translation services during parent-teacher conferences, academic workshops, IEP meetings, ELAC meetings, and other key events to ensure families can fully participate in conversations about student progress and supports. Iftin will also offer additional family education workshops based on survey feedback, with topics such as understanding assessment data, supporting literacy and math at home, accessing digital learning tools, understanding ELD and special education services, and advocating for student needs.

To strengthen partnerships, staff will provide more personalized communication and follow-up with families who are not regularly attending school events or conferences. The Parent Liaison and Outreach Coordinator will help identify barriers to participation and connect families with resources and opportunities to engage.

Through these actions, Iftin aims to empower all families to actively support their children’s learning, understand available academic and social-emotional supports, and participate as partners in improving student achievement and overall school success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Iftin Charter School has established a strong culture of family participation in school decision-making through active engagement in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other stakeholder engagement opportunities. These groups maintain meaningful representation from families and staff and provide valuable input on school policies, programs, budget priorities, and the development and monitoring of the Local Control and Accountability Plan (LCAP).

Families are regularly invited to participate in public board meetings, educational partner forums, and school-wide planning activities where updates are shared and feedback is actively encouraged. The school uses multiple methods to gather input, including surveys, meetings, focus groups, and informal conversations, ensuring families have ongoing opportunities to share their perspectives on school programs and services.

To promote equitable participation, Iftin provides information in multiple languages and utilizes bilingual staff to facilitate accessible and inclusive meetings. The Parent Liaison and Outreach Coordinator work closely with families to explain school processes, encourage participation, and help families understand how their feedback influences decision-making. Educational partner input indicates that families feel increasingly informed, respected, and valued as contributors to school improvement efforts.

These practices have strengthened trust between families and the school while creating a collaborative environment where family voice plays an important role in shaping programs, services, and priorities that support student success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While Iftin Charter School has established multiple opportunities for families to provide input and participate in decision-making, the school recognizes the need to increase the participation and representation of underrepresented families, particularly newcomer families, families of students with disabilities, and those who may be unfamiliar with school governance structures. Educational partner feedback indicates that while opportunities for engagement exist, some families do not yet feel fully prepared or confident participating in discussions related to academic data, school planning, budgeting, and policy development.

To address this need, Iftin is focused on building family capacity through targeted outreach, informational workshops, and leadership development opportunities that help families better understand school systems and decision-making processes. The school will continue to provide multilingual resources, interpretation services, and additional support to ensure all families can participate meaningfully in advisory committees and stakeholder engagement activities.

Another area for growth is strengthening collaborative planning and evaluation of family engagement initiatives. While families currently provide feedback on school programs and events, the school seeks to increase opportunities for families, staff, and administrators to work together in designing, implementing, and evaluating engagement activities. This collaborative approach will help ensure that programs and events better reflect the diverse interests, perspectives, and needs of the school community.

By focusing on these areas, Iftin aims to expand meaningful family participation and strengthen shared decision-making practices that support continuous school improvement and positive student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To improve engagement of underrepresented families in decision-making processes, Iftin Charter School will strengthen outreach efforts and provide additional support to families who may be unfamiliar with school systems, governance structures, and advisory committees. Particular attention will be given to newcomer families, families of students with disabilities, English learner families, and others who have historically been underrepresented in school leadership and advisory groups.

The Outreach Coordinator and Parent Liaison will provide targeted training, orientation sessions, and individualized support to help families understand the purpose, responsibilities, and impact of participation in groups such as the School Site Council (SSC) and English Learner Advisory Committee (ELAC). These efforts will build confidence and increase families' ability to participate meaningfully in discussions related to school programs, budgets, academic priorities, and student outcomes.

To reduce barriers to participation, the school will continue to expand access to multilingual resources, interpretation and translation services, and flexible meeting formats, including virtual, hybrid, and evening options. The school will also use surveys, focus groups, student-led presentations, and community forums to gather feedback from families who may not regularly attend formal meetings.

In addition, Iftin will work to elevate family voice by creating more opportunities for families to share their experiences, perspectives, and recommendations regarding school programs and services. Through these efforts, the school aims to broaden representation in decision-making processes, strengthen family leadership, and ensure that all families have meaningful opportunities to contribute to school improvement and student success.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

During the 2025–26 school year, Iftin Charter School administered a local Student School Climate and Wellness Survey to students in grades TK–8 to assess perceptions of safety, connectedness, adult support, student relationships, and overall school climate. Survey results were reviewed alongside attendance data, behavioral records, stakeholder surveys, and student feedback to provide a comprehensive understanding of school climate.

Survey findings indicate that students generally experience a positive and supportive learning environment. A majority of students reported feeling safe, respected, and supported at school, and many identified strong relationships with teachers and staff. Students consistently reported that teachers encourage them to do their best, provide help when needed, and create learning environments that support academic growth. Most students also indicated that they are motivated to learn, take pride in their accomplishments, and feel encouraged to succeed.

Student-adult relationships continue to be a significant strength. Many students reported having a trusted adult on campus whom they can approach for support, guidance, or assistance. Students also reported positive interactions with peers and a strong sense of belonging within the school community. Responses suggest that school staff foster a welcoming environment where students feel valued and connected.

The survey further demonstrated that students recognize the school's commitment to maintaining a safe and respectful campus. Most students reported that school staff address concerns appropriately, communicate clear expectations for behavior, and actively promote a culture of kindness, respect, and inclusion.

Additional climate data collected through family surveys, staff feedback, attendance records, and student leadership discussions reinforced these findings. Families generally reported positive perceptions of school safety, communication, and responsiveness while expressing interest in continued opportunities for student leadership and family engagement.

Overall, the data indicate that Iftin Charter School maintains a positive school climate characterized by supportive relationships, strong student engagement, and a commitment to student well-being. The results will continue to inform efforts to strengthen connectedness, belonging, and academic success for all students.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the 2025–26 school climate data indicates that Iftin Charter School continues to foster a positive, safe, and supportive learning environment where students feel connected to adults and motivated to succeed. Survey responses, attendance data, behavioral records, and stakeholder feedback demonstrate that students generally experience positive relationships with staff, clear behavioral expectations, and a strong sense of support within the school community.

A significant strength identified through the data is the quality of student-staff relationships. Many students reported having trusted adults on campus who provide encouragement, guidance, and assistance when needed. Students also indicated that teachers promote high expectations and create learning environments that support both academic and personal growth. These findings reflect the school's ongoing commitment to building meaningful relationships and fostering a culture of belonging.

Additional strengths include effective campus supervision, consistent implementation of schoolwide expectations, and the use of Positive Behavioral Interventions and Supports (PBIS) to recognize and reinforce positive behavior. Structured procedures during arrival, dismissal, recess, and transitions contribute to an orderly and safe school environment. Student recognition programs, including Student of the Week and Student of the Month, continue to promote positive school culture and student engagement.

The data also identified opportunities for continued growth. While students generally reported positive experiences, the school seeks to increase opportunities for student leadership, voice, and participation in schoolwide decision-making. Data also suggest the importance of continuing to strengthen social-emotional supports and inclusion practices for English Learners, newcomer students, and other student groups who may benefit from additional opportunities to build connections and engagement. Additionally, the school will continue expanding restorative practices and targeted behavior supports to strengthen positive relationships and address student needs proactively.

Overall, the findings demonstrate that Iftin Charter School has established a strong foundation for a positive school climate and will continue using data-driven practices to strengthen student belonging, engagement, safety, and academic success for all students.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of school climate data and educational partner feedback, Iftin Charter School will continue implementing and strengthening initiatives that support a safe, inclusive, and supportive learning environment for all students. The school's continuous improvement efforts are designed to build on existing strengths while expanding opportunities for student engagement, belonging, and success.

****Strengthening Positive School Climate and Student Support:** Iftin will continue expanding restorative practices and proactive behavior support systems through staff training in conflict resolution, relationship-building, and positive behavior interventions. These efforts are intended to strengthen student relationships, promote accountability, and support students before disciplinary concerns escalate.

****Expanding Student Leadership and Voice:** The school will provide additional opportunities for students to participate in leadership activities, student advisory groups, surveys, and schoolwide events. These opportunities will help students contribute to decisions that impact school culture and strengthen their sense of ownership and belonging.

****Maintaining Safe and Supportive Learning Environments:**** Iftin will continue refining supervision systems through clearly defined procedures, assigned supervision areas, and ongoing monitoring during transitions and unstructured times. The school will also continue using data to identify trends and inform proactive interventions that support student well-being.

****Promoting Inclusion and Connectedness:** To further strengthen school connectedness, the school will continue hosting cultural celebrations, family engagement events, and targeted supports for English Learners, newcomer students, and other student groups. Small-group mentoring, student check-ins, and community-building activities will help ensure all students feel welcomed, valued, and included.

****Enhancing Family Partnerships:** The Parent Liaison and Outreach Coordinator will continue providing family engagement opportunities focused on school climate, student wellness, attendance, and positive behavior supports. Communication will remain accessible through multilingual resources, interpretation services, and multiple communication platforms to ensure families remain informed and engaged.

These actions align with Iftin Charter School's LCAP goals and demonstrate the school's commitment to continuous improvement, student well-being, and creating a positive learning environment where every student feels safe, supported, connected, and prepared for academic success.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Iftin Charter School uses multiple locally selected measures to monitor the extent to which all students have access to and are enrolled in a broad course of study. These measures include master schedules, class rosters, instructional minutes, MAP Growth assessments, CAASPP data, ELD service records, IEP documentation, intervention records, and enrichment participation logs.

These tools are reviewed across the TK–8 grade span and by student group, including English Learners, students with disabilities, socioeconomically disadvantaged students, newcomer students, and students with interrupted formal education. The school also monitors participation in intervention services, after-school programs, STEM and arts enrichment, physical education, character education, computer lab, and other “wheel” or supplemental classes.

Instructional leader review schedules, assessment data, and service records throughout the year to ensure that all students, including unduplicated pupils and students with exceptional needs, have equitable access to core instruction, designated and integrated ELD, special education supports, intervention, enrichment, and a well-rounded instructional program. These measures are aligned with California Education Code requirements and Iftin's LCAP goals to support continuous improvement and equitable access for all students.

- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students at Iftin Charter School in grades TK–8 have access to a comprehensive, standards-based course of study that includes English Language Arts, Mathematics, Science, History-Social Science, Physical Education, English Language Development, Health, Technology, and Visual and Performing Arts. Elementary students receive integrated instruction in self-contained classrooms, while middle school students benefit from departmentalized instruction that provides greater content specialization.

In addition to core academic subjects, all students participate in supplemental learning opportunities, including character education, computer literacy, STEM activities, and enrichment programs. Primary grade students also participate in visual arts experiences through partnerships with local artists and community organizations. After-school intervention and enrichment programs provide additional academic support and opportunities for extended learning.

English Learners receive both integrated and designated ELD instruction delivered by qualified staff, while students with disabilities receive services and accommodations through inclusion, specialized academic instruction, and related support services as outlined in their Individualized Education Programs (IEPs). The school regularly reviews student participation and service data to ensure equitable access to programs and supports.

Local measures indicate that students across grade levels and student groups have consistent access to the school's educational program, intervention services, and enrichment opportunities. No significant disparities in access have been identified among student groups. Over time, Iftin has continued to expand enrichment opportunities, instructional supports, and technology access to ensure all students are prepared for academic success and future learning opportunities.

- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

While Iftin Charter School has been successful in providing students with access to a comprehensive course of study, several factors continue to influence the expansion of educational opportunities. As a small TK–8 charter school, staffing and scheduling limitations can impact the ability to offer additional specialty programs, electives, and expanded enrichment opportunities, particularly in areas such as music, performing arts, and other specialized subjects.

The school also serves a diverse student population that includes English Learners, newcomer students, and students with interrupted formal education. These students may require additional academic, language, and social-emotional supports to fully access grade-level content and enrichment opportunities. Ensuring that all students receive the necessary interventions and differentiated instruction remains an ongoing priority.

Additional challenges include limited facility space and resource constraints that can affect the expansion of after-school and enrichment programming. Transportation barriers may also impact participation in extended learning opportunities for some students and families.

To address these challenges, Iftin continues to invest in professional development focused on differentiated instruction, Universal Design for Learning (UDL), and inclusive practices that support diverse learners. The school also actively seeks community partnerships, grant opportunities, and innovative scheduling solutions to expand enrichment opportunities and strengthen access to a well-rounded educational program for all students.

Overall, local measures indicate that students continue to receive equitable access to core academic programs, intervention services, and enrichment opportunities, while the school remains committed to continuous improvement and expanding opportunities for all learners.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to local measures and identified areas for growth, Iftin Charter School will continue expanding access to enrichment, intervention, and inclusive instructional supports for all students. The school has prioritized after-school STEM, arts, academic intervention, and enrichment programming to provide students with additional opportunities beyond the core instructional day.

Iftin has also increased push-in supports for English Learners and students with disabilities through ELD specialists, special education staff, and instructional aides. These supports help ensure that students can access grade-level content while receiving targeted academic, language, and individualized assistance. The school will continue strengthening differentiated instruction and Universal Design for Learning practices through professional development and collaborative planning.

To broaden student access to a well-rounded course of study, Iftin is exploring partnerships with local organizations to expand opportunities in music, performing arts, technology, and other enrichment areas. The school is also continuing to invest in 21st-century learning tools, digital curriculum, and technology resources aligned with LCAP priorities.

In addition, school leaders will review master schedules, staffing, and student participation data to identify opportunities to embed enrichment and intervention more consistently into the regular school day. These actions are intended to ensure that all student groups, including English Learners, students with disabilities, newcomer students, and socioeconomically disadvantaged students, have equitable access to a broad and engaging course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Iftin Charter School

CDS Code: 37 10371 0108548

School Year: 2026-27

LEA contact information:

Maslah Yussuf

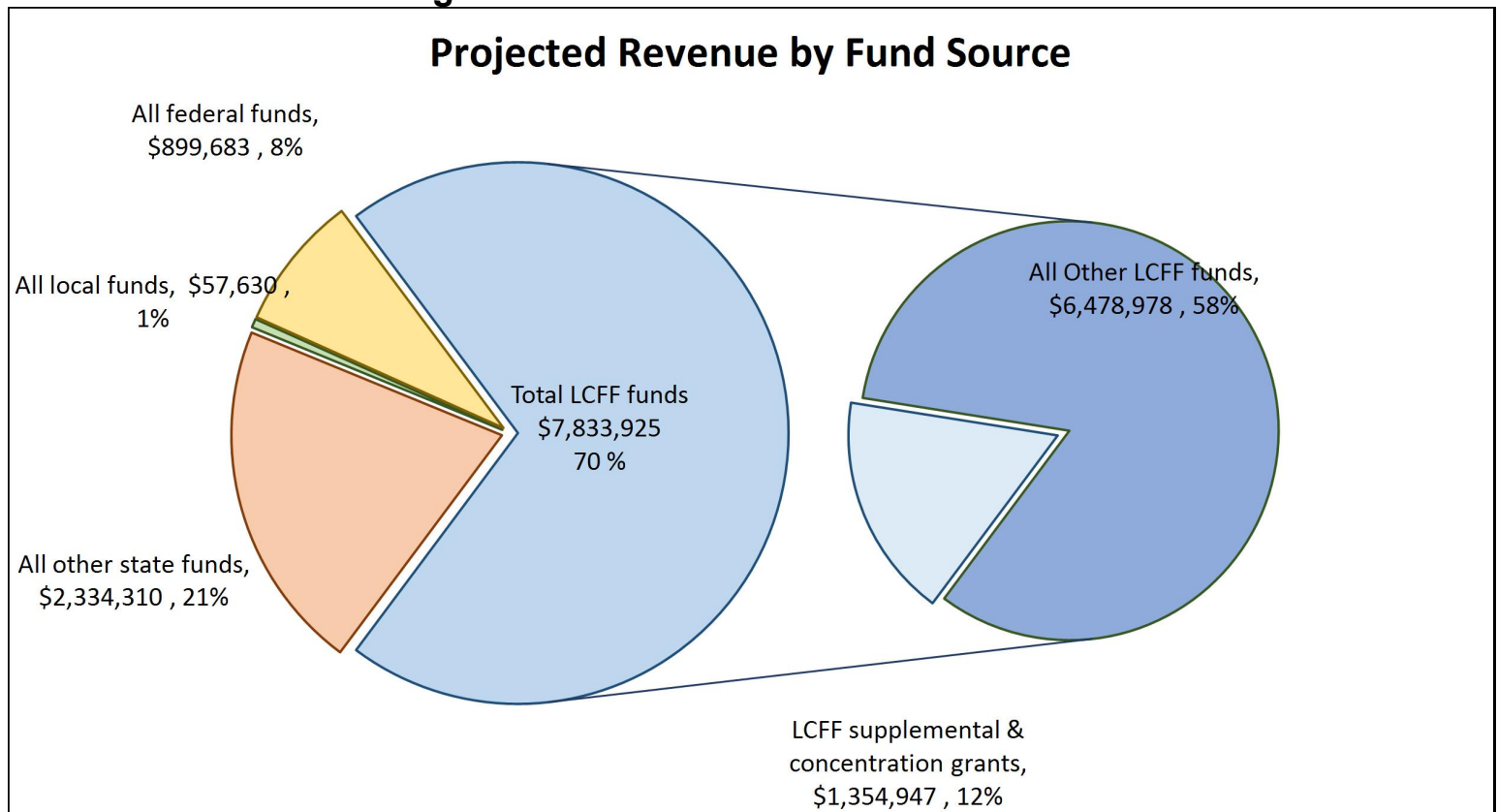
CEO

Yussuf@iftincharter.net

(619) 265-2411

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

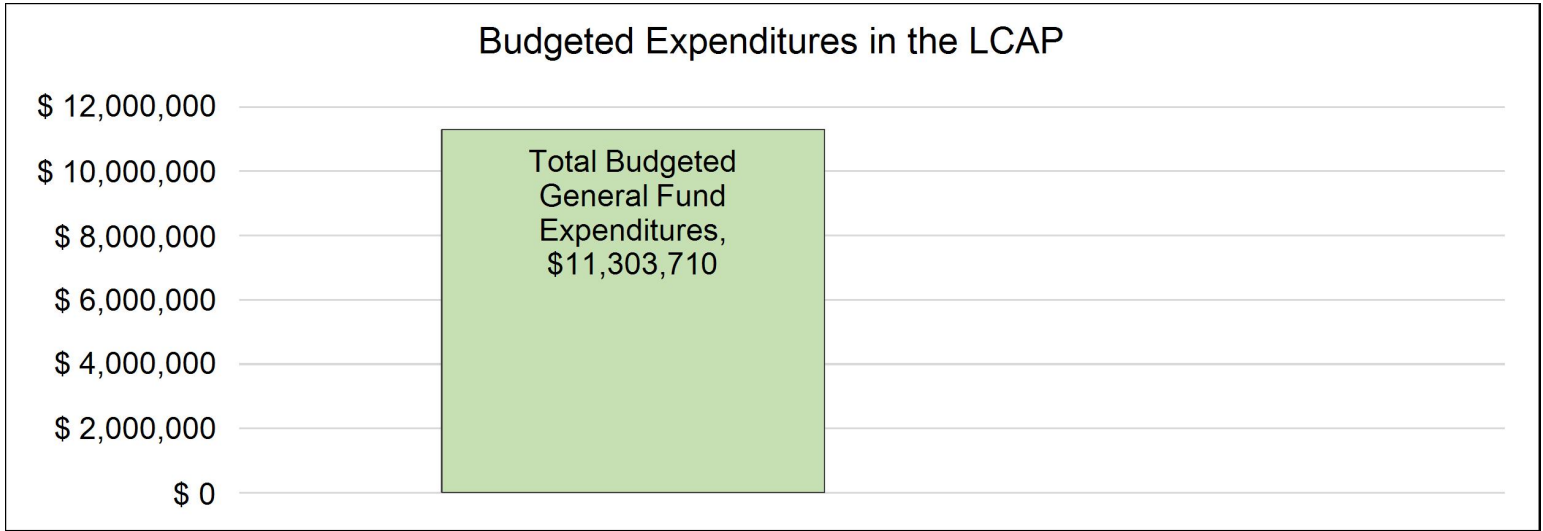


This chart shows the total general purpose revenue Iftin Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Iftin Charter School is \$11,125,548, of which \$7,833,925 is Local Control Funding Formula (LCFF), \$2,334,310 is other state funds, \$57,630 is local funds, and \$899,683 is federal funds. Of the \$7,833,925 in LCFF Funds, \$1,354,947 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Iftin Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Iftin Charter School plans to spend \$11,303,710 for the 2026-27 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$11,303,710 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

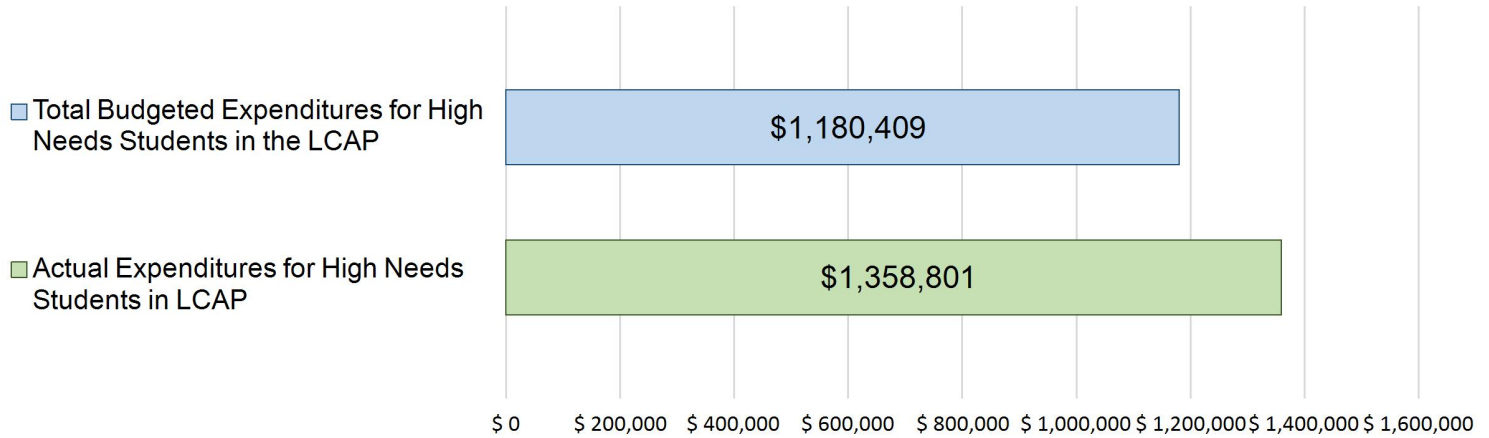
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Iftin Charter School is projecting it will receive \$1,354,947 based on the enrollment of Foster Youth, English learner, and low-income students. Iftin Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Iftin Charter School plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Iftin Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Iftin Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Iftin Charter School's LCAP budgeted \$1,180,409 for planned actions to increase or improve services for high needs students. Iftin Charter School actually spent \$1,358,800.75 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Iftin Charter School (ICS) is located at 5465 El Cajon Blvd., San Diego, California, serving approximately 570 students from Transitional Kindergarten (TK) through 8th grade. The school draws a diverse student body from across the city of San Diego and the wider county, with about 90% of its students residing in the City Heights community and the immediate surrounding areas. This neighborhood demographic is reflective of a rich cultural diversity, with many families being recent arrivals to the United States, often with limited English proficiency.

ICS is dedicated to providing a rigorous, research-based curriculum designed to prepare students for the demands of the 21st century. The school's educational philosophy is grounded in the belief that all students can achieve success when provided with the right support and resources. This commitment is reflected in the school's deployment of qualified staff who share a unified vision, supported by effective resources, policies, and procedures, ensuring a safe and culturally supportive learning environment.

Iftin Charter School's mission is to educate and enlighten students through academic rigor, cultural literacy, and compassion. The school's vision and mission have been adapted over time to meet the evolving needs of its student population. ICS serves as a vital resource for many families, particularly those new to the country, offering not only educational opportunities but also a welcoming and supportive community.

ICS faces several challenges, including accommodating an increasingly diverse student body, meeting new performance standards, addressing lower academic readiness among incoming students, managing competition for limited financial resources, and handling rising

personnel and operating costs. Despite these obstacles, the school's leadership and stakeholders remain steadfast in their dedication to addressing the academic, social-emotional, and physical needs of all students.

ICS places a strong emphasis on cultural literacy, recognizing the importance of respecting and integrating the diverse cultural backgrounds of its students. The school provides a culturally supportive environment, which is essential for the success of its students and the broader community. This cultural sensitivity is a cornerstone of the school's approach, ensuring that every student feels valued and supported.

Iftin Charter School is committed to fostering an inclusive and academically challenging environment where every student is given the opportunity to succeed. Through a combination of dedicated staff, a supportive community, and a focus on cultural literacy and academic rigor, ICS continues to meet the needs of its diverse student population, preparing them for future success in an ever-changing world.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Recent review of Iftin Charter School's performance on the California School Dashboard, CAASPP results, the California Growth Model, and local data reveals several significant accomplishments as well as areas requiring continued focus. One of the school's most notable successes has been the continued improvement in student academic growth and overall organizational stability. Over the past five years, English Language Arts (ELA) performance increased by approximately nine percentage points, while mathematics proficiency nearly tripled from baseline levels, demonstrating meaningful academic progress over time. Although there was a temporary decline in proficiency rates during the 2024–25 school year, this shift coincided with a significant increase in enrollment and the arrival of a large number of newcomer students and students with interrupted formal education. Despite these demographic changes, students enrolled for two or more years continue to demonstrate accelerated academic growth, reflecting the strength and consistency of the school's instructional systems.

The newly implemented California Growth Model further validates the school's academic progress by measuring student acceleration rather than proficiency alone. According to the 2024–25 Growth Model results, Iftin Charter School achieved Accelerated Growth (Level 4) in both English Language Arts and Mathematics. Approximately 79.6% of students demonstrated accelerated growth in ELA, while approximately 70.8% demonstrated accelerated growth in mathematics. These results indicate that students are learning at a faster rate than expected and reflect the effectiveness of the school's instructional practices, interventions, and long-term academic supports.

Additional successes include a significant reduction in chronic absenteeism, indicating improved student engagement and consistent attendance. The rate of English learner reclassification has also increased, demonstrating the effectiveness of language development programs in supporting students toward English fluency. Furthermore, the school has maintained strong family engagement through multilingual outreach efforts and continued to foster a welcoming, inclusive environment for newcomer families and historically underserved student populations.

Despite these gains, several challenges remain. English Language Arts proficiency experienced a decline during the 2024–25 school year, highlighting the need to strengthen literacy instruction and targeted interventions, particularly for newcomer students and students with interrupted formal education. Progress for English learners has also remained an area of concern. Only 49.7% of English learners are

making progress toward English proficiency, with a status of Maintained at just 1.8%. This data underscores the need to enhance designated and integrated English Language Development (ELD) supports and strengthen instructional strategies specifically designed for multilingual learners.

In response, Iftin Charter School remains committed to a continuous improvement process focused on maintaining continuity of learning and strengthening instructional systems to meet the evolving needs of all students. The school continues to utilize a comprehensive approach to data analysis, incorporating state and local metrics, educator collaboration, and educational partner feedback to guide decision-making and allocate resources strategically.

To support student achievement and well-being, the school is implementing a range of targeted interventions and support systems. Attendance initiatives are being strengthened to improve student participation and reduce chronic absenteeism. Family engagement efforts continue to expand through multilingual workshops, interpretation services, and consistent communication in families' home languages. Additional supports remain available for vulnerable student populations, including transportation assistance for homeless and foster youth, counseling services, mentoring programs, and expanded social-emotional supports.

The school also continues to strengthen school climate and student engagement through Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), and Social Emotional Learning (SEL). Increased staff supervision and relationship-building practices are helping foster stronger student-adult connections and a more inclusive school environment. Ongoing professional development opportunities support teachers and staff in implementing high-quality, culturally responsive instruction and evidence-based instructional strategies.

Academically, Iftin Charter School continues to implement a variety of research-based programs and instructional frameworks aligned to student needs. Lexia Core and structured literacy practices are being utilized to strengthen reading proficiency, while Eureka Math and data-driven instructional practices support mathematics achievement. Universal Design for Learning (UDL) principles are helping create accessible and inclusive learning environments for all learners. For English learners, the school continues to implement Guided Language Acquisition Design (GLAD) strategies, supported by bilingual instructional assistants, translators, newcomer supports, tutoring opportunities, and targeted intervention programs to accelerate language acquisition and academic success.

Through this comprehensive and responsive approach, Iftin Charter School is actively addressing identified challenges while building upon its academic successes and accelerated growth outcomes. The school remains committed to ensuring that all students are supported academically, socially, and emotionally and are equipped to thrive in a rigorous, inclusive, and student-centered learning environment.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Throughout the 2025–26 school year, Iftin Charter School implemented a comprehensive and collaborative engagement process to ensure that educational partners played an active role in shaping the development of the 2026–27 Local Control and Accountability Plan (LCAP). Educational partners—including parents, teachers, staff, students, the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), School Site Council (SSC), and the Board of Directors—participated in meetings, presentations, surveys, and listening sessions focused on identifying priorities, celebrating successes, and improving outcomes for all students.

Educational Partner Surveys and Positive Feedback

As part of the LCAP development process, the school distributed multilingual surveys to parents, staff, and community members to gather feedback regarding academic programs, school climate, student support services, communication practices, and overall school effectiveness. Survey participation reflected strong family and staff engagement, with the majority of responses coming from parents actively involved in school programs and activities.

Survey feedback demonstrated broad support and satisfaction with the school’s programs, instructional systems, and community engagement efforts. Stakeholders rated the school highly across all three LCAP goals, with Goal 1 related to student outcomes and data-informed instruction receiving an average rating of 4.50 out of 5. Respondents expressed appreciation for the school’s focus on academic growth, targeted interventions, Professional Learning Communities (PLCs), small group instruction, and support for English learners through differentiated instruction and ELD strategies.

Stakeholders also rated Goal 2, focused on parent and community engagement, positively with an average score of 4.25 out of 5. Families highlighted the school’s strong parent involvement, welcoming environment, bilingual communication practices, and commitment to community engagement. Several comments specifically described the school’s parent and community involvement as “excellent” and

recognized the value of workshops, outreach efforts, and opportunities for families to participate in decision-making processes through SSC, ELAC, and LCAP meetings.

Feedback related to Goal 3 emphasized the importance of maintaining a safe, supportive, and engaging learning environment. Educational partners expressed appreciation for the school's efforts to improve student safety, provide access to technology and enrichment opportunities, and maintain positive school culture initiatives. Families also shared constructive suggestions for continued growth, including playground improvements, expanded staffing support, enhanced supervision, and continued focus on student behavior and wellness.

Stakeholder Input and Program Refinement

Educational partner feedback helped the school identify both strengths and opportunities for continued improvement. Parents and staff expressed strong support for academic interventions, after-school programs, and English learner services, while also recommending additional academic supports such as expanded small group instruction, additional middle school math support, and continued language development opportunities, including Arabic language instruction. Stakeholders also emphasized the importance of maintaining high expectations for student behavior, strengthening student supervision and safety practices, and continuing efforts to create a positive and respectful school culture.

In response to survey feedback and committee discussions, the school incorporated several refinements into the adopted LCAP. These included strengthening academic intervention and tutoring services, increasing support for multilingual learners and newcomer students, expanding family outreach and communication efforts, enhancing school climate and safety supports, and continuing investments in professional development, instructional staffing, and student engagement programs.

Committee and Advisory Group Engagement

Throughout the school year, the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Advisory Committee (PAC) met regularly with school leadership to review student data, discuss progress toward LCAP goals, and provide recommendations regarding school programs and services. During these meetings, educational partners reviewed academic achievement data, attendance trends, English learner progress, and school climate indicators to evaluate the effectiveness of current actions and identify priorities for the upcoming year.

ELAC members emphasized the importance of continuing strong English learner supports, bilingual communication, and newcomer student services. SSC members highlighted the positive impact of tutoring, intervention programs, attendance supports, and family engagement activities. Parents consistently expressed appreciation for the school's welcoming environment, strong communication practices, and the commitment of teachers and staff to student success.

Transparency and Collaboration

Iftin Charter School remained committed to maintaining transparency and open communication throughout the LCAP development process. During stakeholder meetings and presentations, school leadership provided detailed information regarding LCAP goals, proposed

expenditures, student performance data, and implementation progress. Materials and presentations were shared in multiple languages when appropriate to ensure accessibility and meaningful participation for all families.

The school's collaborative approach allowed educational partners to provide informed feedback that directly influenced the final LCAP. Their input helped ensure that the adopted plan reflects the priorities and needs of the school community while continuing to build on the school's strengths in academic growth, family engagement, student support, and school climate.

By actively engaging educational partners at every stage of the process, Iftin Charter School developed an LCAP that reflects a shared commitment to educational equity, continuous improvement, academic excellence, and the success and well-being of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Iftin Charter School will strengthen its data infrastructure to monitor student progress, guide instructional decisions, and evaluate program effectiveness. By collecting and analyzing multiple forms of data at the student, classroom, and school-wide level, ICS will ensure that instructional practices are responsive to student needs and aligned with high expectations. This goal supports the state priorities by ensuring that basic conditions of learning and teacher capacity are in place (Priority 1), using assessments to drive pupil achievement (Priority 4), monitoring and improving engagement through attendance and participation (Priority 5), expanding equitable access to core academic content (Priority 7), and tracking growth on benchmarks and state assessments to capture other pupil outcomes (Priority 8).	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

The LEA (Local Education Agency) developed this goal based on comprehensive feedback gathered from various stakeholders, including teachers, parents, students, and community members.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual Growth on CAASPP ELA distance from standard Scores: Grades 3-8. New Report:	42.6 points below standard	33.8 points below standard	79.6% of students demonstrated accelerated growth in ELA as measured by the California Growth Model.	Maintain or increase to 82% Accelerated Growth (Level 4)	+2.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Growth Model – English Language Arts (ELA) Student Growth Levels: Grades 3–8					
1.2	Annual Growth on CAASPP Math distance from standard Scores: Grades 3-8 New Report: California Growth Model – Math Student Growth Levels: Grades 3–8	51.4 points below standard	70.5 points below standard	70.8% of students demonstrated accelerated growth in Math as measured by the California Growth Model.	Increase to 75% Accelerated Growth (Level 4)	+4.2 percentage points
1.3	All students will demonstrate an average growth of 10 points in school-wide Benchmark in both ELA and Math by the end of the year.	10 points growth	8.8 points growth	Benchmark results for both Math and ELA remained relatively stable from 2024–25 to 2025–26. In both subjects, there was a slight increase in students scoring in the 61st–80th percentile range, but a small decrease in students scoring at or above the 80th percentile. Overall, approximately 23% of students in Math and a similar percentage in ELA performed above the 61st percentile, indicating limited	All students will demonstrate an average growth of at least 10 benchmark points, with 30% of students performing at or above the 61st percentile in both ELA and Math by the end of the year.	1.2 Growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				overall growth toward the school-wide benchmark goal.		
1.4	Increase ELL students will make progress towards English proficiency.	47.9% making progress	49.7% making progress	39.3% making progress	Increase the percentage of English Learner students making progress toward English proficiency from 39.3% to at least 50%	8.6 percentage points below
1.5	Maintain an average daily attendance rate of >96% yearly.	93% ADA	92% ADA	95% ADA	96% ADA	increased 2%
1.6	Chronic Absence	28.6% chronically absent	15.3% chronically absent	25.3% chronically absent	5% of less	Declined 3.3%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1:

Iftin Charter School continued strengthening its data systems to support student progress monitoring, instructional planning, and program evaluation. California Growth Model data showed positive outcomes, with 79.6% of students demonstrating accelerated growth in ELA and 70.8% in Mathematics.

English Learner progress toward proficiency declined from 49.7% to 39.3%; however, preliminary ELPAC data indicates stronger performance trends this year, particularly in oral and written language development.

Attendance outcomes reflected both progress and challenges. Average Daily Attendance increased to approximately 95%, while chronic absenteeism rose from 15.3% to 25.3%. In response, the school strengthened attendance monitoring, family outreach, and intervention supports.

Overall, the data reflects continued progress in academic growth and student engagement while identifying ongoing areas for improvement in English Learner progress and chronic absenteeism reduction.

Action 2:

The goal was implemented as planned through ongoing Professional Learning Communities (PLCs), vertical planning meetings, and instructional leadership collaboration focused on analyzing student performance, attendance, and intervention data. Teachers used assessment results to develop targeted instructional supports, small-group interventions, and differentiated learning strategies.

A substantive difference from the original plan was the increased focus on attendance, student engagement, and English Learner progress data to better align interventions and support services. Challenges included maintaining consistent PLC implementation and balancing collaborative planning time with instructional responsibilities. Successes included stronger instructional alignment, increased use of data-driven decision-making, and more targeted interventions that supported positive student growth and improved Average Daily Attendance outcomes.

Action 3:

ICS hired a Resource Teacher to provide targeted intervention support in mathematics and literacy. The Curriculum and Instruction Committee continued implementing the school's instructional framework through GLAD strategies, differentiated instruction, small-group interventions, and technology integration. While benchmark math performance remained relatively stable, California Growth Model results showed that 70.8% of students demonstrated accelerated growth in Mathematics. Literacy outcomes also reflected continued positive ELA growth trends. Challenges included maintaining consistent implementation of instructional strategies across classrooms and providing ongoing coaching and monitoring. Successes included expanded intervention supports, increased differentiated instruction, and higher levels of student engagement.

Action 4:

The goal was implemented as planned through designated ELD instruction, targeted curriculum supports, and intervention services for English Learners. Paraeducators and ELD staff provided direct instructional support, while ELPAC-focused professional development strengthened instructional capacity across grade levels. A substantive difference from the original plan was the increased investment in instructional materials, intervention resources, and digital programs to support language development and engagement. While prior-year English Learner progress toward proficiency reflected a decline, preliminary ELPAC data and current student performance trends indicate improved outcomes this year. Continued focus on instructional consistency, targeted interventions, and alignment of ELD strategies remains a priority moving forward.

Strategies and Actions: Chronic Absenteeism

Iftin Charter School (ICS) was identified as a Targeted Support and Improvement (TSI) school for chronic absenteeism based on California Dashboard indicators. In response, ICS implemented a targeted attendance improvement plan focused on strengthening family engagement, improving attendance monitoring systems, and reducing barriers to consistent student attendance. Progress monitoring efforts included monthly attendance reviews, analysis of attendance trends, and implementation of targeted interventions for students identified as at risk of chronic absenteeism.

Parent liaisons and outreach coordinators actively engaged families through home visits, phone calls, attendance conferences, and multilingual communication to strengthen school-family partnerships and address barriers affecting attendance. Attendance incentives,

recognition programs, and monitoring systems were implemented at the student, classroom, and grade levels to encourage consistent attendance and improve student engagement. Staff regularly reviewed attendance data and collaborated with families to develop intervention plans and provide support services as needed.

Action 5

This goal was implemented as planned through comprehensive attendance monitoring systems, attendance incentives, family outreach efforts, and recognition programs designed to improve student attendance and engagement. School staff regularly monitored attendance data on a monthly basis and conducted targeted outreach to families to address attendance concerns and barriers affecting student participation. Interventions included home visits, parent communication, individualized attendance supports, and ongoing progress monitoring for students identified as chronically absent or at risk of chronic absenteeism.

While prior-year chronic absenteeism data reflected an area of concern that contributed to the school's TSI identification, current-year attendance trends demonstrated significant improvement in student participation and engagement. Average Daily Attendance (ADA) remained strong at approximately 95%, reflecting improved attendance outcomes across the school community. Attendance incentive programs and recognition systems at the student, class, and grade levels also contributed positively to increased student motivation and engagement.

Challenges impacting attendance included student illness, transportation barriers, and family-related absences. In response, ICS strengthened attendance interventions, expanded family communication and outreach efforts, and increased support systems for students and families requiring additional assistance. The school will continue implementing data-driven attendance strategies, monthly progress monitoring, and targeted interventions to further reduce chronic absenteeism and support continued progress toward exiting TSI status.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1

Iftin Charter School originally budgeted \$41,948 to administer school-wide benchmark assessments three times during the year. These assessments were intended to evaluate student mastery of the Common Core State Standards and support data-driven instruction. The estimated actual expenditure was \$46,894.22, resulting in an increase of \$4,946.22 over budget. This variance is considered minor and was primarily due to additional assessment-related expenses, including supplemental materials, printing, licensing fees, and related instructional support costs. The action was fully implemented as planned, and the additional expenditures supported effective assessment administration and instructional planning.

Action 2

Iftin Charter School initially budgeted \$105,907 to support regular Professional Learning Communities (PLCs), vertical planning meetings, instructional support, and the work of the Curriculum and Instruction Committee. The estimated actual expenditure was \$83,620, resulting in a savings of \$22,287 under budget. This variance is not considered material and was primarily due to reduced contracted services, fewer

extended planning sessions than anticipated, and cost efficiencies in professional development activities. Despite the lower expenditures, the school successfully implemented the planned collaborative planning and instructional support activities.

Action 3

The original budget for Action 3 was \$397,402, while the estimated actual expenditures totaled approximately \$371,694, resulting in a difference of approximately \$25,708 under budget. This variance reflects careful management of staffing and instructional support resources while still maintaining intervention services and targeted academic support for students. The school was able to fully implement the action and continue strengthening instructional practices in literacy and mathematics.

Action 4

Iftin Charter School originally budgeted \$184,350 and concluded the year with estimated actual expenditures of approximately \$143,500, resulting in a difference of \$40,850 under budget. This variance reflects cost savings in staffing, instructional materials, and professional development related to English Learner services. The school continued to provide English Language Development (ELD) instruction and support services as planned, and the reduced expenditures did not negatively impact implementation or student support.

Action 5

There were no significant material differences between the budgeted and actual expenditures for Action 5. The school implemented the planned attendance incentives and tracking systems within the allocated budget. Minor variations were related to fluctuations in the cost of student recognition items and attendance incentive activities and did not affect the overall effectiveness of the action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of Action 1

Administering school-wide benchmark assessments twice per year, along with ongoing interim assessments through Tools for Teachers and other formative assessment practices, was partially effective in supporting Goal 1. The school consistently implemented assessment systems designed to monitor student learning and guide instruction throughout the year. Teachers used formative assessment data during PLCs and classroom instruction to identify student needs and adjust supports as needed. At this time, there have not been significant measurable changes in benchmark growth data; however, the school is awaiting end-of-year assessment results to determine overall student progress and achievement outcomes. Moving forward, the school will continue strengthening the use of formative assessment practices and data analysis to better inform instruction and improve student outcomes across all subject areas.

Effectiveness of Action 2

Action 2 was largely effective in supporting the school's goal of using data to inform instruction and improve student achievement. Regular Professional Learning Community (PLC) meetings and vertical planning sessions strengthened collaboration among teachers and staff and created structured opportunities to review student performance data, identify learning gaps, and align instructional practices across grade levels. The Curriculum and Instruction Committee also helped refine professional learning opportunities based on emerging student needs. These collaborative systems supported stronger instructional consistency schoolwide and reinforced the school's focus on continuous improvement. While full end-of-year academic data is still pending, staff collaboration and instructional planning structures were implemented successfully and continue to support instructional improvement efforts.

Effectiveness of Action 3

The school was successful in hiring a Resource Teacher and a Student Success Specialist to strengthen instructional support services for students. These staff members provided targeted interventions, enrichment opportunities, and small-group instruction to support differentiated learning and student engagement. The continued implementation of GLAD strategies and focused instructional support contributed to stronger classroom practices and increased support for struggling students. While final academic outcome data is still being reviewed, the additional staffing and intervention supports helped strengthen the school's overall instructional program and responsiveness to student needs.

Effectiveness of Action 4

This action was effective in supporting English Learner progress. The consistent implementation of designated and integrated ELD strategies, targeted instruction provided by paraeducators and ELD staff, and the use of supplemental language acquisition tools such as Rosetta Stone contributed to positive progress for English Learners. The school's target for English Learner progress is now 50%, and current indicators suggest that student progress is promising. However, final English Learner progress data is not yet available and remains to be determined pending the release of end-of-year results. The school will continue focusing on strengthening ELD instruction and providing targeted language development support to improve outcomes for English Learners.

Effectiveness of Action 5

Action 5 was effective in improving student attendance outcomes. The school ended the year with an Average Daily Attendance (ADA) rate of 95%, reflecting approximately 2–3% growth compared to the previous year. School-wide attendance incentives, individual student recognition, consistent attendance monitoring, and family outreach efforts contributed positively to improved student attendance and engagement. The significant improvement in ADA demonstrates that the school's attendance systems and interventions were successful in promoting consistent student participation and reducing barriers to attendance.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1 Reflections and Planned Changes

Based on outcomes and reflections from the prior year, Iftin Charter School (ICS) will maintain the overall goal of using data to inform instruction while refining its assessment and progress-monitoring practices. The school will continue administering school-wide benchmark assessments twice per year and will strengthen the use of interim and formative assessments through Tools for Teachers and other instructional resources to monitor student progress throughout the year. Additional professional development and collaborative planning time will be dedicated to helping teachers analyze assessment data and apply findings more effectively to instructional planning.

A key change for the coming year is the implementation of the California Growth Model as an updated metric for measuring student performance and academic growth. This metric will provide a more comprehensive understanding of student progress over time and better align school improvement efforts with state accountability measures. ICS will also continue strengthening instructional supports in mathematics and literacy to ensure data is used consistently to guide interventions and improve student achievement outcomes.

Action 2 Reflections and Planned Changes

ICS will continue investing in Professional Learning Communities (PLCs) and instructional collaboration while increasing the focus on implementation follow-through and instructional effectiveness across content areas. Additional training will be provided to PLC facilitators to support more focused discussions centered on student achievement data, instructional strategies, and progress monitoring. The Curriculum and Instruction Committee will continue expanding its role in evaluating the effectiveness of professional learning opportunities and identifying areas requiring additional instructional support.

For the coming year, the school will incorporate the California Growth Model into its review of student achievement data to better monitor academic growth and instructional impact. Collaborative planning structures will remain in place, with additional emphasis on using formative assessment data and growth indicators to support instructional decision-making and continuous improvement.

Action 3 Reflections and Planned Changes

Based on reflections from the prior year, ICS will continue strengthening instructional supports through the work of the Resource Teacher and Student Success Specialist. The school plans to deepen implementation of GLAD strategies, differentiated instruction, and targeted small-group interventions to better support student learning needs. Additional professional development will focus on effective intervention practices, student engagement strategies, and data-informed instructional planning.

The school will also continue enhancing technology integration and instructional supports to improve access to differentiated learning opportunities for students. Academic growth metrics will continue to focus on student progress in ELA and math, while the California Growth Model will serve as an additional measure to monitor overall student academic growth and instructional effectiveness.

Action 4 Reflections and Planned Changes

Based on the year's outcomes, ICS will maintain its goal and core actions to support English Learners while refining instructional practices to strengthen language development outcomes. Planned changes include increased collaboration between ELD and general education teachers, more structured implementation of ELD curriculum and instructional strategies, and regular monitoring of student language

development data. Professional development opportunities will continue to focus on strengthening designated and integrated ELD instruction across classrooms.

Additionally, the school has updated its English Learner progress target to 50% and will use ongoing progress-monitoring data, along with the California Growth Model and state assessment results, to evaluate the effectiveness of supports for English Learners.

Action 5 Reflections and Planned Changes

For the coming year, ICS will continue implementing attendance supports and interventions to sustain strong student attendance outcomes. Although the school exceeded its attendance goals this year by achieving a 95% ADA rate, ICS will continue refining its attendance systems to ensure consistent student engagement and early intervention for students at risk of chronic absenteeism. Planned changes include expanded home-school communication, more frequent attendance monitoring, targeted outreach to families, and continued recognition systems to celebrate positive attendance habits.

The school will also refine attendance metrics to monitor trends more closely by subgroup and grade level and use data more proactively to identify students needing additional support. These efforts are intended to sustain strong attendance rates and further strengthen student engagement and academic participation.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development, Assessment, and Data	Iftin Charter School (ICS) will administer school-wide benchmark assessments three times per year to evaluate student mastery of the Common Core State Standards. Teachers will receive professional development on analyzing results to guide instruction and lesson planning. This action supports Priority 1 (Basic Conditions of Learning) by ensuring teachers are trained to use standards-aligned assessments, Priority 4 (Pupil Achievement) by using assessment data to drive academic improvement, and Priority 8 (Other Pupil Outcomes) by monitoring benchmark growth across grade levels.	\$46,894.22	No Yes
1.2	PLC/Assessment and Data	ICS will sustain Professional Learning Communities (PLCs), vertical planning meetings, and instructional leadership committees to analyze student data and align instructional practices. PLC cycles will focus on developing targeted interventions based on assessment results and	\$83,620.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		monitoring student progress. This action supports Priority 4 (Pupil Achievement) by strengthening instructional alignment, and Priority 5 (Pupil Engagement) by ensuring interventions are responsive to attendance, participation, and engagement trends.		
1.3	Academic and Instructional Support	ICS will strengthen instructional practices through consistent use of GLAD strategies, small group instruction, and technology integration. A Reading Specialist and Math Resource Teacher will provide targeted support to students and staff to close achievement gaps and ensure equitable access to core content. This action addresses Priority 4 (Pupil Achievement) by raising student proficiency, and Priority 7 (Course Access) by ensuring all students, including English Learners and underserved populations, receive the support needed to access rigorous coursework.	\$371,693.61	No Yes
1.4	English Learner Instructional Support	Teachers will differentiate instruction for English Learners by implementing English Language Development (ELD) instructional strategies and curriculum. Paraeducators and ELD staff will provide targeted interventions and progress monitoring to accelerate growth. This action supports Priority 4 (Pupil Achievement) through increased English proficiency, Priority 7 (Course Access) by ensuring English Learners can access the full curriculum, and Priority 8 (Other Pupil Outcomes) through growth on the ELPAC.	\$143,500.00	Yes
1.5	Attendance and Instructional Support	ICS will implement attendance incentives, recognition programs, and monitoring systems at the student, class, and grade level to improve average daily attendance (ADA) and reduce chronic absenteeism. This action supports Priority 5 (Pupil Engagement) by improving attendance and participation, and Priority 8 (Other Pupil Outcomes) by reducing chronic absence and supporting equitable learning opportunities.	\$6,500.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engagement: Iftin Charter School will engage parents and the community as partners through communication, collaboration, and education to ensure that all students are college ready. Iftin will foster a learning-centered culture dedicated to academic rigor, cultural literacy, and compassion built on the core values of Integrity, Focus, Tolerance, Independence, and Nurturing that will provide all students with a nurturing and safe learning environment through the integration of social-emotional learning that promotes positive behavior.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The goal reflects the feedback obtained from all the stakeholders's contribution and ensuring in meeting the needs of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parental Training and workshops	7 Meetings held 2023-24	Fulfilled Monthly Parent Meeting and workshop	Fulfilled Monthly Parent Meeting and workshop	Monthly meeting workshop/training sessions for Parents	Met goal

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1

This goal was carried out as planned, with parents actively participating in SSC, ELAC, LCAP meetings, and other site-based decision-making forums throughout the year. Monthly meetings were consistently held, and school administration maintained open communication and accessibility for families. A major success was the increased visibility and effectiveness of bilingual outreach staff, which strengthened relationships with families and improved parent participation and trust within the school community.

A notable difference from the original plan was the increased level of outreach and individualized family support provided in response to evolving family and community needs, which contributed to higher actual expenditures. ICS also expanded communication efforts and family assistance services to ensure families remained informed and connected to the school. A continued challenge remains achieving consistently high participation rates for all events and meetings, particularly among working families with scheduling limitations. Moving forward, ICS plans to increase flexible engagement opportunities, improve scheduling options, and continue expanding accessible communication methods to strengthen family involvement.

Action 2

This goal was implemented as planned, with parent workshops, technology access, academic support resources, and family learning opportunities offered consistently throughout the year. Families were provided with ongoing support to strengthen their understanding of student learning expectations and school programs. A substantive difference from the original plan was the increased investment in outreach and support services, including transportation assistance and translation services, which improved accessibility and participation for families.

A major success was the strong level of parent interest, engagement, and satisfaction with the workshops and support opportunities provided by the school. Families reported increased confidence in supporting student learning at home and greater connection to the school community. A continued challenge was maintaining consistent attendance across all parent events and workshops. ICS plans to address this challenge through improved scheduling, enhanced communication and promotion efforts, and the use of parent feedback to better align future activities with family needs and availability.

Action 3

This goal was implemented with fidelity, with before- and after-school tutoring, ELD push-in and pullout services, and targeted math and reading interventions provided regularly throughout the school year. A significant enhancement to the original plan was the expansion of services made possible through the ASES grant, which allowed ICS to broaden both academic and enrichment opportunities for students across grade levels. The expanded programming increased student access to intervention supports, enrichment activities, and extended learning opportunities beyond the regular school day.

A major success was the increased student participation and engagement in intervention and enrichment programs, as well as stronger support systems for students needing additional academic assistance. The expanded programming also strengthened relationships between staff, students, and families through more comprehensive support services. A continued challenge was maintaining consistent attendance and participation in extended learning programs. ICS will continue addressing this challenge through improved family communication, targeted outreach, and strategies designed to encourage regular student participation in support programs.

Action 4

This goal was implemented as planned, with bilingual outreach personnel actively engaging families through multiple communication channels throughout the year. Monthly communication and event-based outreach were consistently provided in English, Somali, and Spanish through flyers, text messages, phone calls, SchoolMessenger, and direct family engagement efforts. A major success was the improved turnout at parent meetings, workshops, and school events, along with the development of a more informed and connected parent community.

A notable difference from the original plan was the increased transportation support provided to families to improve access to school functions and events. These additional supports helped reduce barriers to participation and strengthened family engagement overall. A continued challenge remains connecting with harder-to-reach families who may face language, transportation, work schedule, or communication barriers. Moving forward, ICS plans to strengthen personalized outreach efforts, including home visits, direct family follow-up, and more individualized engagement strategies to further increase family participation and partnership with the school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1

Iftin Charter School originally budgeted \$157,564 for bilingual community outreach and parent engagement support. Actual expenditures totaled approximately \$177,056, resulting in a variance of \$19,492 over budget. This increase reflects the school's expanded efforts to provide multilingual support and strengthen communication with families across multiple languages, including Spanish, Somali, and Pashto. Additional outreach activities, increased staffing support, and expanded family engagement efforts contributed to the higher expenditures. The increased investment aligned with the school's continued commitment to providing inclusive, accessible, and responsive family engagement opportunities for all families.

Action 2

ICS originally budgeted \$54,076 and concluded the year with actual expenditures totaling approximately \$72,882, resulting in a material variance of \$18,806 over budget. This increase was primarily attributed to expanded family engagement efforts, including additional outreach staffing, increased workshop support services, transportation assistance for families, expanded communication efforts, and additional materials and resources for parent events. These investments were made to improve family participation and ensure that school programs and workshops remained accessible and responsive to family needs throughout the year.

Action 3

ICS originally budgeted approximately \$388,279 for academic interventions and enrichment programs. Actual expenditures totaled approximately \$460,000, resulting in a material variance of approximately \$71,721 over budget. This increase was largely due to the expansion of before- and after-school tutoring programs, increased staffing to support ELD and academic interventions, and broader student participation in enrichment and extended learning opportunities. Additional expenditures also reflected the continued implementation and expansion of programs supported through the After School Education and Safety (ASES) grant, which allowed ICS to provide more comprehensive academic and enrichment services to students.

Action 4

ICS originally budgeted \$83,350 for outreach, communication, and community engagement activities under Action 4. Actual expenditures totaled approximately \$140,400, resulting in a material variance of \$57,050 over budget. This increase was primarily due to expanded transportation services for families, increased use of communication platforms such as texting services and SchoolMessenger, additional outreach and advertising efforts to support enrollment and engagement, and expanded family support services throughout the year. These expenditures reflect ICS's strong commitment to improving accessibility, strengthening school-family communication, and increasing meaningful family and community involvement.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1

This action was effective in strengthening family engagement and improving communication between the school and its diverse parent community. Bilingual outreach staff played an important role in bridging language barriers and encouraging parent participation in key decision-making groups such as SSC, ELAC, and LCAP meetings. Regular parent engagement activities, conferences, and monthly meetings increased family awareness of student progress, school goals, and instructional programs. The school's flexible scheduling practices, multilingual communication efforts, and use of community liaisons helped improve accessibility and create more equitable opportunities for family involvement. Overall, these efforts contributed to stronger school-family relationships and increased parent participation throughout the year.

Action 2

Action 2 was effective in strengthening parent-school partnerships and providing families with meaningful tools and strategies to support student success. Parent workshops and family learning opportunities offered guidance in areas such as literacy support, special education, parenting strategies, and academic expectations. Access to technology resources, multilingual supports, and English language learning tools helped reduce barriers for families and improved participation. Transportation assistance and expanded outreach efforts further increased family engagement and attendance at school events and workshops. Overall, this action contributed positively to building trust, improving communication, and strengthening engagement among the school's diverse parent community.

Action 3

Action 3 was effective in increasing student access to academic intervention, enrichment opportunities, and extended learning supports. Programs such as before- and after-school tutoring, ELD support services, guided reading interventions, and targeted academic assistance provided students with additional opportunities to strengthen academic skills and engagement. The expansion of programming supported through the ASES grant allowed the school to enhance after-school offerings through additional staffing, tutoring, enrichment activities, and student supports. These combined efforts increased student participation and engagement, particularly among English Learners and

students requiring additional academic intervention. While benchmark growth data did not fully meet the school's target, the interventions contributed to positive progress in student engagement, literacy support efforts, and reductions in chronic absenteeism.

Action 4

Action 4 was effective in strengthening communication and family engagement across multiple languages and communication platforms. The use of bilingual Somali-English and Spanish-English outreach personnel significantly improved access to school information, services, and resources for non-English-speaking families. Interpretation and translation services supported increased family participation in IEP meetings, SST meetings, school events, and parent engagement activities. Parent surveys and family needs assessments also helped ICS better tailor workshops, events, and communication efforts to meet community interests and needs. Overall, these efforts contributed to a more informed, connected, and engaged school community while strengthening trust and communication between families and the school.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1

While the overarching goal remains unchanged, ICS will strengthen its family engagement efforts in the coming year by expanding parent education workshops, including opportunities through PIQE and other parent leadership programs. The school will continue increasing communication through multiple platforms such as SchoolMessenger, text messaging, phone calls, and multilingual outreach to ensure families remain informed and connected. Based on parent feedback and participation trends, ICS will also explore offering hybrid and recorded meeting options to better accommodate family schedules and improve accessibility.

Additionally, the school will strengthen the feedback loop between families and school leadership by creating more opportunities for parent voice and input in school decision-making processes. Metrics will be refined to more systematically track parent participation rates, attendance at engagement events, and family feedback related to school initiatives and programs.

Action 2

Based on reflections from the past year, ICS will continue implementing the same core goals and parent engagement strategies while enhancing outreach efforts and diversifying workshop topics to better meet family needs and interests. The school plans to offer additional virtual, evening, and flexible scheduling options to improve accessibility and participation for working families. Workshops will continue focusing on academic support, literacy, parenting strategies, technology access, and student wellness.

For the coming year, ICS will strengthen data collection and monitoring related to family engagement. Metrics will now include attendance tracking by subgroup, post-event feedback surveys, and analysis of how parent participation and engagement may correlate with student academic performance, attendance, and behavioral outcomes.

Action 3

ICS will continue providing multi-tiered academic interventions, enrichment opportunities, and extended learning supports while leveraging the ASES grant to further expand programming and student access. Planned changes include enhanced progress monitoring systems for students receiving academic intervention services, stronger alignment between intervention supports and classroom instruction, and more structured pathways for enrichment and extended learning participation.

The school will also continue strengthening before- and after-school programs to increase student engagement and academic support opportunities. Metrics will be updated to include academic growth measures for students participating in intervention and extended-day programs, as well as tracking student attendance, participation, and engagement levels within those supports.

Action 4

ICS will continue implementing its current family outreach and communication strategies while expanding support for Arabic-speaking and newcomer families to ensure more inclusive engagement practices across the school community. Based on parent feedback and reflection, the school will also explore the use of additional digital communication tools, including automated multilingual surveys and communication platforms, to better understand and respond to family needs.

The school will continue strengthening multilingual outreach efforts and providing interpretation and translation services to improve family participation and access to school resources. Metrics for the coming year will include parent participation rates at community events and school meetings, survey response rates, and parent satisfaction data collected throughout the year to better evaluate the effectiveness of outreach and engagement efforts.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parental Engagement	<p>Parental Involvement in decision-making includes input from parents in programs, activities and procedures. An annual meeting will be held for parents to explain the goals and purpose of title programs and review of complaint procedures.</p> <p>Parents are actively involved and engaged in several key committees and meetings;</p> <ul style="list-style-type: none">• The parent/teachers conferences• School Site Council (SSC)	\$177,056.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • English Learner Advisory Committee (ELAC) • Local control funding formula (LCFF) • Local Control and Accountability Plan (LCAP) • school calendar Development • Volunteer Program <p>Additionally, ICS will offer a flexible number of parent engagement meetings and parent institute of quality education PIQE to implement training. The School Site Council/ELAC will be held once a month to inform parents, student achievement progress, funding status and allow evaluation of plans. The administration will be available daily to answer questions or clarify information.</p>		
2.2	Parental Engagement	ICS will provide parents with additional support through ongoing educational opportunities and access to technology and language-learning programs to support English acquisition. Parental workshops will focus on equipping families with the skills and resources needed to support their children’s academic success. Topics will include literacy development, positive parenting strategies, and understanding special education processes. These efforts aim to strengthen family engagement and empower parents as partners in their children's learning.	\$72,882.00	No Yes
2.3	Academic Intervention	<p>Iftin Charter School (ICS) will provide intervention support through before-and-after school tutoring for students identified as low-performing, along with a variety of learning supports such as differentiated instruction and targeted interventions for all students as needed. Interventionists will implement the following programs:</p> <p>English Language Development (ELD): Push-in support Reading: Push-in Guided Reading for grades K-5, providing teacher support as needed Pullout Reading Intervention groups for grades 4-8 Mathematics: Push-in support for grades 3-8</p> <p>Additionally, ICS will offer enrichment and extracurricular opportunities for all students before, during, and after school. The Instructional Leader and</p>	\$460,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Intervention Team will meet monthly to review data and monitor the effectiveness of programs based on student responses to instruction and intervention.		
2.4	Community Outreach	<p>Iftin Charter School (ICS) is dedicated to fostering strong community ties by hosting a variety of events for our school community. To ensure these events and workshops meet the needs and interests of our parents, ICS will conduct parent surveys and needs assessments.</p> <p>ICS will continue to employ bilingual personnel proficient in Somali-English and Spanish-English to maintain open lines of communication. These personnel will be responsible for:</p> <p>Outreach: Scheduling, coordinating, and facilitating parent meetings Interpretation: Providing interpreting services for IEP and SST meetings Translation: Translating school documents and correspondence into Somali, Spanish, and Arabic Student Recruitment: Recruiting students for enrollment Distribution: Distributing educational materials to the community Support: Assisting families in finding services and supports</p> <p>The Parent Liaisons, will serve on the School Site Council (SSC) committee. Information will be disseminated to parents through various methods:</p> <p>SchoolMessenger App: Providing updates in English, Somali, and Spanish Informational Flyers: Sending flyers home with students Phone Dialers/Text Messages: Sending important notifications and reminders Meeting Agendas: Sharing agendas for upcoming meetings Face-to-Face Conversations: Engaging with parents directly</p> <p>By utilizing these methods, ICS ensures that all parents are well-informed and actively involved in the school community.</p>	\$140,400.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions of Learning: Iftin will maintain a safe, healthy learning environment by providing sufficient staffing and ensure that each and every child has access to standards-aligned curricula taught by qualified teachers. ICS will create opportunities for students to become interested in school and learning through technology-based activities such as project-based learning, extended extracurricular and expanded learning program involvement, including other enrichment opportunities (arts programs, field trips, assemblies, athletics, etc.). Maintain clean, safe, and appealing facilities conducive to learning.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

This goal also reflects feedback from stakeholders who recognize the importance of a holistic educational experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Maintain 100% of staff trained in use of instructional programs, instructional tools, and assessments.	100%	100%	100%	100%	0%
3.2	100% of students will have home access to technology.	100%	97%	94%	100%	3% Variance
3.3	% of students, staff and parents feels safe, engaged and supported.	98%	98%	86%	100%	2% Variance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Maintain a suspension rate of less than 2%.	1%	1%	0%	<1%	0%
3.5	Well maintained school campuses: Facilities Inspection Tool (FIT)	Fair-to-Good repair standard.	Fair-to-Good repair standard.	Fair-to-Good repair standard.	Exceed good repair standard.	No Changes
3.6	100% of staff trained and implementing MTSS concepts and strategies.	100% of staff trained and implementing MTSS concepts and strategies.	96% of staff trained and implementing MTSS concepts and strategies.	82% of staff trained and implementing MTSS concepts and strategies	100%	4% Variance

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1

This goal was fully implemented, with key instructional, intervention, and support staff positions maintained throughout the school year. A notable difference from the original plan was the increase in staffing in response to rising student enrollment and expanded student support needs. This growth allowed ICS to continue providing academic interventions, student services, and a safe and supportive learning environment while maintaining program quality and student access to services.

A major success was the school's ability to effectively scale staffing and support systems to meet the needs of a growing student population without compromising instructional quality or student support. Staff collaboration and responsiveness contributed positively to school operations and student engagement. A continued challenge involved managing the financial impact associated with increased staffing and operational costs, which will require careful budgeting, strategic planning, and resource allocation in future years.

Action 2

This goal was successfully implemented with no major deviations from the planned actions. ICS continued using Common Core State Standards-aligned curriculum and instructional materials across all grade levels while providing ongoing instructional support and intervention services for students. The school psychologist played an important role in supporting at-risk students through early identification, intervention planning, and collaboration with instructional staff and families.

A key success was the school's ability to provide timely academic, behavioral, and social-emotional supports to students, helping minimize learning gaps and strengthen student intervention systems. A continued challenge was ensuring that all instructional staff consistently had

the tools, training, and support needed to fully differentiate instruction in real time to meet diverse student learning needs. ICS plans to address this challenge through additional coaching, collaboration within PLCs, and targeted professional development during the coming year.

Action 3

This goal was implemented as planned, with substantial improvements made to classroom technology and instructional resources. ICS invested in updated interactive whiteboards to replace outdated equipment and improve instructional delivery across classrooms. The school also upgraded student Chromebook devices to ensure equitable access to technology and online learning tools for all students.

A major success was the increased student engagement, instructional flexibility, and improved access to digital learning opportunities made possible through the updated technology resources. Teachers were able to incorporate more interactive and technology-based instructional strategies into classroom learning. A continued challenge involved ensuring that all staff members were fully trained and confident in utilizing the new technology tools to their fullest instructional potential. ICS plans to continue providing professional development and technology support to strengthen implementation and maximize instructional impact.

Action 4

This goal was implemented as planned, with the establishment of a strong school safety and supervision system throughout the campus. The Dean of Students and Director of School Culture and Climate played key leadership roles in maintaining a positive, safe, and supportive school environment. Consistent visibility of supervision staff and campus security personnel contributed to improved student behavior, increased supervision, and stronger school climate systems.

A major success was the improved sense of safety and campus support reported by students, staff, and families throughout the school year. The implementation of campus-wide supervision expectations and safety procedures strengthened consistency and accountability across the school environment. A minor challenge involved ensuring full implementation and consistency of new supervision expectations early in the school year. This challenge was addressed through follow-up staff training, ongoing communication, and weekly monitoring systems to support consistent implementation practices.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1

ICS originally budgeted approximately \$6,388,576 for staffing, student support services, and operational support under Action 1. Actual expenditures totaled approximately \$8,577,688, resulting in a material variance of approximately \$2,189,112 over budget. This increase was primarily due to higher-than-anticipated student enrollment and the resulting need for additional instructional, intervention, supervision, and operational support staff throughout the school year. Expanded staffing was necessary to maintain appropriate student supports, instructional services, supervision, and safe learning conditions as enrollment increased. Additional operational costs associated with supporting a

growing student population also contributed to the increased expenditures. These investments reflected the school's commitment to maintaining high-quality instruction, student support systems, and a safe and effective learning environment.

Action 2

ICS originally budgeted approximately \$73,501 for standards-aligned curriculum implementation, academic supports, and psychological services. Actual expenditures totaled approximately \$47,352, resulting in a variance of approximately \$26,149 under budget. The reduced expenditures were primarily due to efficient use of instructional resources, lower-than-anticipated contracted service costs, and careful management of curriculum and assessment-related expenses. Despite the lower expenditures, ICS was able to fully implement the planned curriculum supports, instructional services, and psychological supports without reducing the scope or effectiveness of services provided to students.

Action 3

ICS originally budgeted approximately \$105,000 for non-capitalized equipment and educational technology improvements. Actual expenditures totaled approximately \$80,132, resulting in a variance of approximately \$24,868 under budget. The lower expenditures were mainly due to cost efficiencies in technology purchasing, prioritization of equipment needs, and phased implementation of certain technology upgrades. Despite spending below the original budget, the school was still able to improve classroom technology resources, maintain student access to instructional technology, and support effective classroom instruction through updated devices and educational tools.

Action 4

ICS originally budgeted \$225,000 for campus safety, supervision, student support services, and school climate initiatives under Action 4. Actual expenditures totaled approximately \$230,000, resulting in a minor variance of approximately \$5,000 over budget. The slight increase was primarily due to additional costs associated with maintaining campus supervision, school safety operations, and student support services throughout the school year. These expenditures supported continued implementation of school climate initiatives, supervision systems, and student safety measures designed to maintain a positive, safe, and supportive learning environment for all students and staff.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1

This action was effective in sustaining the core conditions necessary for teaching and learning. ICS maintained 100% appropriately credentialed and properly assigned teachers while ensuring adequate staffing across key areas, including instructional support, student services, intervention programs, mental health supports, supervision, and campus safety. Despite increased student enrollment during the year, the school successfully maintained a stable, well-supervised, and supportive learning environment that promoted student engagement, safety, and consistent access to academic and behavioral supports. The expansion of staffing and operational supports helped ensure that students continued to receive high-quality instruction and comprehensive services aligned with their academic and social-emotional needs.

Action 2

This action was effective in ensuring that all students—including English Learners, students with disabilities, foster youth, and students experiencing homelessness—had access to a rigorous, standards-aligned instructional program and appropriate support services. ICS continued implementing Common Core-aligned curriculum and instructional practices across grade levels while providing targeted interventions and differentiated support based on student needs. The school psychologist played an important role in supporting early identification of academic, behavioral, and social-emotional concerns through participation in SST meetings, intervention planning, and collaboration with staff and families. Additional instructional and language development supports helped strengthen access and learning opportunities for diverse student groups throughout the year.

Action 3

This action was effective in strengthening the use of educational technology to support 21st-century teaching and learning. The installation of updated interactive whiteboards expanded opportunities for dynamic, student-centered instruction and increased classroom engagement. Upgraded Chromebooks and technology resources ensured that students had reliable access to digital learning tools for research, collaboration, assessment, and curriculum-based instruction. Improved technology infrastructure also enhanced communication between the school and families and supported blended learning opportunities both on campus and, when necessary, in remote settings. These technology improvements contributed positively to instructional flexibility and student access to learning resources across grade levels.

Action 4

This action was highly effective in supporting a safe, structured, and engaging school environment. ICS maintained dedicated personnel to lead and implement campus safety, supervision, and school climate initiatives, including two security guards, a Dean of Students, a Director of School Culture and Climate, and multiple supervision aides. The school implemented a comprehensive campus-wide supervision protocol to ensure consistent safety coverage and clear expectations throughout the school day. These efforts, combined with character education programs, student enrichment activities, and proactive student support systems, contributed to positive school climate outcomes, improved student engagement, and an increased sense of safety among students, staff, and families.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1

ICS will maintain this goal while refining staffing strategies and support systems to better align with projected enrollment growth and evolving student needs. The school will continue prioritizing appropriate staffing levels across instructional, intervention, counseling, supervision, and student support roles to ensure safe and effective learning conditions for all students. Additional planning will focus on maintaining adequate staffing ratios and strengthening systems that support timely delivery of student services, including counseling, intervention supports, and supervision coverage.

For the coming year, ICS will expand metrics to include student-to-staff ratios, timeliness of intervention and counseling services, and monitoring of facilities, supervision, and campus safety implementation practices to ensure students continue to learn in a safe, supportive, and well-managed environment.

Action 2

For the coming year, ICS will maintain the same overall goal while strengthening the use of formative assessments and data-driven instructional practices to better monitor student progress and adjust instruction in real time. The school will continue expanding professional development opportunities focused on Universal Design for Learning (UDL), differentiated instruction, and targeted academic supports for English Learners, students with disabilities, foster youth, and other student groups requiring additional support.

ICS will also continue strengthening intervention systems and collaboration between general education, intervention staff, and student support teams to improve responsiveness to student needs. Updated metrics will include subgroup progress on state and benchmark assessments, frequency and outcomes of SST referrals, and monitoring of intervention plan implementation fidelity and effectiveness.

Action 3

Moving forward, ICS will build on this year's progress in educational technology integration by providing additional professional development and coaching focused on effective technology use within core instruction. The school will continue improving access to instructional technology resources and strengthening teacher capacity to integrate digital tools that support student engagement, collaboration, and differentiated learning opportunities across subject areas.

Metrics for the coming year will be refined to include monitoring of student technology usage by content area, classroom technology integration practices, and teacher feedback regarding technology training and support needs. ICS also plans to explore and pilot additional digital learning platforms and instructional tools to further support personalized learning and student engagement.

Action 4

Based on reflections from this year's implementation, ICS will strengthen data collection and monitoring systems related to student behavior, incident reports, school climate, and participation in enrichment activities. While the overall goal and core actions will remain the same, staff will receive additional training and support related to campus supervision expectations, MTSS implementation, and proactive student support strategies.

Expanded metrics for the coming year will include tracking Tier 2 and Tier 3 interventions and supports, trends in school climate survey results, student engagement indicators, and participation rates in enrichment and school climate activities by grade level. These refinements are intended to strengthen schoolwide systems that support a positive, safe, and engaging learning environment for all students.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Personnel	<p>Iftin Charter School will employ the following staff to ensure basic conditions of learning and school safety.</p> <ul style="list-style-type: none"> • Administrators • School Psychologist • 100% of Classroom Teachers are appropriately credentialed and assigned • Education Specialist • Intervention Teachers • School Guidance Counselor • Guidance Deans • Instructional Aides • Office, Clerical, and Administrative Staff • Technology Coordinator • Janitorial and Maintenance Staff • Supervision and Security Staff 	\$8,577,688.00	No Yes
3.2	Curriculum and Instruction	<p>ICS will provide standards-aligned curriculum, assessments and high quality instruction to prepare students for college and career ready. All students, including English learners, youth in transition, and those with disabilities will have equitable access to Common Core State Standards-aligned curricula.</p> <p>School Psychologist(s) will provide screening and early identification of learning disabilities and other challenges students face. Attend student study team meetings and recommend appropriate interventions or modifications as needed, especially for low income, English learner, foster youth and homeless students.</p> <p>ICS will implement effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.</p>	\$47,352.20	No Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Technology Integration	<p>ICS will maintain technology frames that will guide the education program so students can meet the challenges of the 21st Century. ICS will be more reliant on technology for communication, industry, academics, and networking. Iftin will address all technical needs, acquaint students with the benefits and applications for their education and knowledge while preparing them through the use of the computer, software, and the Internet that opens the world of information and learning. ICS will provide educational technologies to improve teaching and learning.</p> <p>ICS will develop and deploy technology in the school including an administrative network that serves as the infrastructure and backbone to classroom instruction. Internet connectivity permits parent and student remote access.</p>	\$80,132.49	No Yes
3.4	School Culture and Climate	<p>ICS will provide a safe, supportive, and enriching learning environment for all students. A School Safety Committee will oversee the annual review of the safety plan, ensure staff receive ongoing training in emergency procedures, conduct monthly safety drills, and coordinate campus supervision. To foster a positive school climate, ICS will implement a character education program for all students, with the goal of having at least 95% of students, staff, and parents report feeling safe and supported. Students will also benefit from a variety of enrichment opportunities, including arts, athletics, field trips, and assemblies. The school will maintain clean, well-maintained facilities and implement a Multi-Tiered System of Support (MTSS) to provide academic, behavioral, and social-emotional interventions tailored to varying levels of student need.</p>	\$230,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Iftin Charter School will utilize Learning Recovery Emergency Block Grant (LREBG) funds to accelerate student learning recovery, improve mental health supports, and close gaps caused by the COVID-19 pandemic. ICS will identify students in greatest need through the state Dashboard, benchmark assessments, and attendance data, and provide targeted interventions in literacy, math, and social-emotional well-being.	Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Iftin Charter School developed this goal in response to the new requirements under Education Code §32526 for the use of Learning Recovery Emergency Block Grant (LREBG) funds. Analysis of student performance and engagement data—including CAASPP, benchmark assessments, and chronic absenteeism—revealed persistent gaps in ELA and Math, particularly among English Learners and newcomers. Additionally, stakeholder input through ELAC, SSC, and family surveys emphasized the need for expanded tutoring, mental health supports, and designated ELD instruction. This goal is designed to accelerate learning recovery, improve social-emotional well-being, and ensure that students have access to targeted, research-based supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA (LTELs)	42.6 points below standard New Metric: California Growth Model 79%	Reduce gap by 5 points	New Metric: California Growth Model 79%	Increase 5%	TBD
5.2	CAASPP Math (LTELs)	70.5 points below standard	Reduce gap by 5 points	New Metric: California Growth Model 71%	Increase 5%	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New Metric: California Growth Model 71%				
5.3	ELPAC Progress	49.7% making progress	60% making progress	39%	50%	10%
5.4	Chronic Absenteeism (schoolwide)	15.3%	<10%	25%	5%	15%
5.5	Student SEL Survey (well-being)	Baseline (2024–25): 78% of students reported a positive sense of belonging and connection to the school community.	78% of students reported a positive sense of belonging and connection to the school community.	(2025–26): 81% of students reported a positive sense of belonging and connection to the school community.	+10% improvement in sense of belonging	3%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, Iftin Charter School (ICS) was identified as a Targeted Support and Improvement (TSI) school due to areas of need identified on the California Dashboard, specifically chronic absenteeism and declining English Language Development (ELD) performance among targeted student groups. In response, ICS developed and implemented a targeted improvement plan designed to strengthen student attendance, improve English language proficiency outcomes, and increase academic achievement through comprehensive family engagement, expanded instructional supports, social-emotional interventions, and data-driven decision-making. The overall goal of the plan is to address identified areas of concern and accelerate progress toward exiting TSI status.

The goal of increasing academic achievement and English proficiency for Long-Term English Learners (LTELs), newcomer students, and other unduplicated pupils was implemented through targeted interventions, expanded ELD instruction, family engagement efforts, teacher professional development, and social-emotional supports. All planned actions were implemented across the LEA, with a focused emphasis on supporting students identified at the “Very Low” or “Low” performance levels on the California Dashboard, as well as newcomer students from Afghanistan, Haiti, Somalia, and other identified language groups.

Strategies and Actions: ELD and Academic Support

Daily designated ELD instruction was provided for up to 60 minutes, three times per week, for LTELs and newcomer students, supported by ELD coordinators, paraeducators, consultants, and intervention staff. Academic support pullout services were also provided four days per week for approximately 45 minutes per session to strengthen student mastery of grade-level standards, literacy development, and

foundational academic skills. These intervention services were delivered by instructional interventionists and support staff using targeted, data-informed instructional strategies.

In addition, teachers received ongoing coaching and professional development focused on integrated and designated ELD strategies, differentiated instruction, and effective supports for multilingual learners. Professional learning opportunities emphasized instructional practices designed to strengthen language acquisition, academic vocabulary development, and student engagement across content areas.

Intended Outcomes

These actions were designed to increase English language proficiency, improve academic growth, and strengthen mastery of grade-level standards for LTELs, newcomer students, and other targeted student groups. The combination of expanded ELD instruction, targeted interventions, teacher coaching, and multilingual family engagement supported improved access to rigorous instruction and strengthened overall student support systems.

Most planned actions were implemented as designed. Small-group tutoring and targeted academic interventions (Action 4.1) were provided consistently throughout the year to support literacy development, language acquisition, and academic achievement. Some staffing adjustments were necessary at times due to substitute coverage needs and scheduling demands; however, intervention services remained in place for students requiring additional academic support. Designated and integrated ELD instruction (Action 4.2) was expanded and delivered daily with support from bilingual instructional aides, intervention staff, and targeted instructional supports. While occasional scheduling conflicts impacted access for a limited number of students, overall implementation of ELD services remained strong and consistent throughout the year.

Family engagement workshops, multilingual outreach efforts, and teacher coaching activities (Actions 4.2 and 4.3) were implemented successfully and demonstrated strong participation from families and staff. Translation and interpretation services supported communication with families across multiple languages, although some activities required additional coordination to ensure timely language access and outreach support. Mental health services and social-emotional learning supports (Action 4.3) were also implemented effectively, with positive feedback from students, staff, and families regarding student wellness, engagement, attendance, and school connectedness.

Overall, key successes included strong family participation in engagement activities, improved implementation of ELD instructional practices by teachers, increased student engagement, expanded attendance supports, and strengthened social-emotional services for students. Challenges included scheduling logistics, maintaining consistency across services during staffing transitions, and coordinating supports for a rapidly growing and diverse student population. ICS will continue refining implementation systems, strengthening coordination efforts, and using data-driven interventions to ensure consistent and equitable access to supports for all targeted student groups while continuing progress toward exiting TSI status.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

While the majority of funding was expended as originally budgeted, minor variances occurred due to staffing adjustments and increased translation and interpretation costs associated with family engagement workshops and multilingual outreach efforts. As a result, actual

expenditures for Actions 4.1 and 4.2 were slightly higher than originally planned, while some expenditures related to ELD coaching and professional development were slightly lower due to staff availability and scheduling adjustments. Despite these variances, all planned actions continued to provide increased or improved services to unduplicated pupils, including English Learners, Long-Term English Learners, newcomer students, and other targeted student groups, at or above the percentage originally planned in the LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1 – Targeted Learning Recovery Tutoring

Targeted learning recovery tutoring contributed to measurable student growth in both ELA and mathematics interim benchmark assessments. Long-Term English Learners (LTELs) demonstrated notable academic progress, including positive growth trends on CAASPP performance indicators. Small-group interventions, targeted literacy supports, and differentiated instruction helped strengthen student engagement and academic achievement for students requiring additional support.

Action 4.2 – Expanded Designated ELD

Expanded designated ELD instruction increased daily language development opportunities for English Learners and contributed to improved English language acquisition outcomes. Enhanced language supports, bilingual instructional assistance, and targeted ELD interventions supported growth in ELPAC performance and contributed to increased reclassification readiness and progress among English Learners and LTEL students.

Action 4.3 – Mental Health and Social-Emotional Learning (SEL) Supports

Mental health and social-emotional learning supports positively impacted student wellness, engagement, and school connectedness. Improved student SEL survey results and increased participation in counseling and support services demonstrated the effectiveness of expanded social-emotional supports. These efforts contributed to stronger student engagement, improved school climate, and increased access to mental health resources for students in need of additional support.

Overall, these actions strengthened teacher capacity, increased family involvement, and enhanced student access to academic, behavioral, and social-emotional supports, contributing positively to overall student achievement, engagement, and school connectedness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2025–26 school year, ICS will implement several refinements to strengthen the effectiveness and consistency of services provided to LTELs, newcomer students, and other unduplicated pupils. Tutoring and intervention groups will be adjusted to ensure optimal group sizes, improved student-to-staff ratios, and more consistent staffing coverage to maximize instructional impact and student engagement.

Scheduling for designated ELD instruction will also be reviewed and refined to ensure that all Long-Term English Learners receive uninterrupted daily language development support and consistent access to intervention services. The school will continue strengthening coordination between ELD instruction and core classroom learning to improve language acquisition and academic progress.

Family engagement workshops and outreach efforts will be expanded to include additional language access supports, multilingual communication options, and virtual participation opportunities for families who are unable to attend events in person. These changes are intended to improve accessibility and strengthen family participation across the school community.

Teacher coaching and professional development activities will include additional follow-up observations, instructional feedback cycles, and implementation monitoring to strengthen instructional consistency and fidelity of ELD and intervention practices across classrooms.

In addition, social-emotional learning and mental health supports will be expanded for students identified as having higher levels of need through schoolwide screenings, student referrals, and intervention data. ICS will continue strengthening wraparound supports and counseling services to improve student wellness, engagement, and overall school connectedness.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Targeted Learning Recovery Tutoring	Provide small-group tutoring in ELA and Math for identified students (with priority for LTELs, newcomers from Afghanistan/Haiti/Somali, and students performing at “Very Low”/“Low” Dashboard status). Instruction will be delivered by certificated teachers and instructional aides trained in evidence-based strategies.	\$320,000.00	No Yes
5.2	Expanded Designated ELD	Increase daily designated ELD instructional minutes for LTELs and newcomers, supported by bilingual instructional aides and ELD teachers.	\$75,000.00	Yes
5.3	Mental Health & SEL Support	Counselor to provide trauma-informed care, group counseling for refugee/newcomer students, and professional development for teachers in SEL and trauma-sensitive practices.	\$140,000.00	No Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,180,409	\$45,337

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.552%	0.000%	\$0.00	17.552%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development, Assessment, and Data</p> <p>Need: Provide a comprehensive and responsive instructional approach that enhances student outcomes and promotes continuous academic improvement</p>	The professional development plan will prioritize enhancing teachers' skills to effectively deliver core content, with a particular emphasis on addressing the academic needs of English Learners and low-income students. This LEA-wide initiative is designed to improve teaching practices for all educators, ensuring that every student benefits from higher-quality instruction and more equitable access to academic support.	Several key metrics will be used, including student performance data from assessments, teacher evaluations, and feedback from professional development sessions. Progress of English Learners, student engagement levels, teacher participation in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide Schoolwide</p>		<p>training, and the utilization of support programs will also be tracked to ensure improved teaching practices are benefiting all students.</p>
<p>1.2</p>	<p>Action: PLC/Assessment and Data</p> <p>Need: Improvement in teaching practices, curriculum alignment, and overall student outcomes at ICS.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>The actions of regular PLCs, address the need for a data-driven, consistent approach to improving student outcomes. These efforts ensure that instructional strategies and professional development are aligned across all grade levels, benefiting all students. The Curriculum and Instruction Committee supports this by guiding curriculum recommendations and professional learning topics.</p>	<p>Metrics related to measuring this action Goal 1 Metric # 1.1, 1.2, 1.3, 1.4</p>
<p>1.3</p>	<p>Action: Academic and Instructional Support</p> <p>Need: The need for improved instructional practices at Iftin arises from the necessity to enhance student learning and engagement through effective strategies such as GLAD, small group instruction, and technology integration.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>The actions outlined—improving instructional practices through consistent use of GLAD strategies, small group instruction, and effective technology integration—directly address the need for enhanced student engagement and academic achievement.</p>	<p>We will monitor the effectiveness of our actions by regularly analyzing student performance data, gathering feedback from teachers and staff, and observing classroom practices to ensure the consistent implementation of instructional strategies. Additionally, we will track the progress of students receiving targeted interventions and enrichment opportunities, ensuring that all students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			benefit from improved instructional practices. This ongoing assessment will allow us to make data-driven adjustments and enhancements to our educational approaches, ultimately fostering a supportive and effective learning environment for all students.
<p>1.4</p>	<p>Action: English Learner Instructional Support</p> <p>Need: The need here is to support English Learners (ELs) in developing their English proficiency while ensuring they can access grade-level content.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>The actions address the need by ensuring that English Learners (ELs) receive instruction that is specifically tailored to their language development needs. Differentiating instruction using English Language Development (ELD) strategies helps ELs access both content and language, allowing them to make progress in their English proficiency while engaging with grade-level material.</p>	<p>English Language Proficiency assessments (e.g., ELPAC scores), growth in ELD proficiency levels, academic performance in content areas, and state standardized test results. Additional metrics include reclassification rates, teacher observations, and student engagement indicators like attendance and classroom participation.</p>
<p>1.5</p>	<p>Action: Attendance and Instructional Support</p> <p>Need: The need here is to improve and maintain high student attendance rates to support academic success.</p> <p>Scope:</p>	<p>Consistent attendance is critical for student learning and achievement, as students who regularly attend school have more opportunities to engage with instruction, participate in class activities, and develop essential academic and social skills.</p>	<p>Attendance effectiveness include average daily attendance (ADA), chronic absenteeism rates, individual student attendance, class/grade-level attendance, and participation in incentive programs. These metrics help track progress toward</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		maintaining a 96% attendance rate and evaluate the success of attendance incentives.
2.1	<p>Action: Parental Engagement</p> <p>Need: The identified needs include fostering active parental involvement and engagement in decision-making processes to enhance student outcomes and school programs.</p> <p>Scope: LEA-wide Schoolwide</p>	The actions address the needs of unduplicated pupils (such as English Learners, low-income students, and foster youth) by actively involving their parents in decision-making processes, which enhances support for these students. Programs like the School Site Council (SSC), English Learner Advisory Committee (ELAC), and parent-teacher conferences ensure that parents' voices are heard in shaping the educational experience and resources for their children.	To monitor the effectiveness of parental involvement in decision-making for unduplicated pupils, key metrics include attendance rates at committees like the School Site Council (SSC) and ELAC, feedback from parent surveys, and tracking action items raised in meetings.
2.2	<p>Action: Parental Engagement</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
2.3	<p>Action: Academic Intervention</p> <p>Need: The identified need is to support low-performing students and ensure that all students receive the necessary interventions to improve their academic performance in key</p>	The actions support the needs of unduplicated pupils by providing targeted interventions like English Language Development (ELD), guided reading, and differentiated instruction to help them overcome academic challenges. Implementing these programs on a schoolwide basis ensures equitable access and a systematic approach, facilitating collaboration among educators and	To monitor the effectiveness of intervention support at Iftin Charter School (ICS), key metrics include academic performance data (standardized tests and report card grades),

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>areas, particularly in English language development, reading, and mathematics.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>data-driven decision-making. Additionally, by offering enrichment and extracurricular opportunities, the school addresses the holistic needs of students, promoting both academic success and personal growth.</p>	<p>English language proficiency assessments, participation rates in tutoring programs, and progress monitoring through formative assessments. Additionally, tracking attendance in intervention sessions, collecting feedback from students and parents, and monitoring retention rates will provide insights into the impact of the interventions on student outcomes.</p>
<p>2.4</p>	<p>Action: Community Outreach</p> <p>Need: The identified needs of unduplicated pupils include effective communication due to language barriers, increased parental engagement through tailored events, access to resources and support services, community building to foster a sense of belonging, and efforts to enhance student recruitment and retention. By addressing these needs, Iftin Charter School (ICS) aims to create an inclusive environment that empowers families and improves the educational experience for unduplicated pupils.</p> <p>Scope:</p>	<p>The actions address the needs of unduplicated pupils by ensuring effective communication, enhancing parental engagement, and providing access to essential resources. Employing bilingual personnel promotes equity and inclusivity, allowing all families to participate fully in school activities. A schoolwide approach fosters community engagement, holistic support, and collaboration among educators and families, ensuring that programs are tailored to the specific needs of the community.</p>	<p>To monitor the effectiveness of parental engagement actions at Iftin Charter School (ICS), key metrics include parent participation rates in events and workshops, survey responses assessing satisfaction, and usage of translation and interpretation services. Additionally, analyzing the academic performance of unduplicated pupils, tracking community resource utilization, and monitoring retention rates will provide insights into the impact of these initiatives.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
3.1	<p>Action: Personnel</p> <p>Need: Access to qualified staff, mental health support, specialized educational resources, and a safe learning environment.</p> <p>Scope: LEA-wide Schoolwide</p>	The actions at Iftin Charter School address the needs by ensuring access to qualified staff, including credentialed teachers, school psychologists, and guidance counselors, which fosters high-quality instruction and mental health support. Specialized educational resources and intervention services provide tailored strategies for diverse learners, while supervision and security staff create a safe environment.	Staff qualifications, retention, and engagement in school activities will assess the overall impact of the support services and inform necessary adjustments.
3.2	<p>Action: Curriculum and Instruction</p> <p>Need: Equitable access to standards-aligned curricula, timely screening and early identification of learning disabilities, and targeted interventions to support their academic progress.</p> <p>Scope: LEA-wide Schoolwide</p>	The actions at Iftin Charter School address the needs of unduplicated pupils through a schoolwide approach that includes providing access to standards-aligned curricula, early identification and intervention for learning disabilities, and effective core instruction with targeted supports.	Tracking academic performance data, progress monitoring for targeted interventions, and screening and referral rates for learning disabilities. Attendance and behavioral metrics will gauge student engagement and social-emotional well-being.
3.3	<p>Action: Technology Integration</p> <p>Need:</p>	Iftin Charter School addresses the needs of unduplicated pupils by providing equitable access to technology and enhancing digital literacy through schoolwide initiatives. These actions ensure that low-income students and English	Surveys of students, parents, and staff to gather feedback on technology accessibility and program effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Focus on equitable access to technology, digital literacy education, and support for remote learning.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>learners can fully engage in their education, bridging the digital divide.</p>	<p>Academic Performance Data to track changes in grades and test scores.</p> <p>Engagement Metrics to assess participation in remote learning and digital literacy programs.</p> <p>Attendance Rates to evaluate the impact of technology initiatives on student attendance.</p> <p>Technical Support Requests to identify common challenges faced by students and families.</p> <p>These metrics will enable the school to assess program effectiveness and make data-informed improvements.</p>
<p>3.4</p>	<p>Action: School Culture and Climate</p> <p>Need: The need to create an inclusive and supportive environment that enhances the educational experience for all students.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Iftin Charter School's actions address the needs of unduplicated pupils by establishing a School Safety Committee, implementing character education, and adopting a Multi-Tiered System of Support (MTSS). These initiatives foster a secure and supportive environment, ensuring that vulnerable students receive tailored academic and social-emotional assistance.</p>	<p>School Climate Surveys and Disciplinary Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.1	<p>Action: Intensive LTEL Intervention Block</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
4.2	<p>Action: Newcomer & LTEL Family Engagement</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
4.3	<p>Action: Teacher Development & Credentialing Support</p> <p>Need: Coaching, PD, and support for ELD/CLAD authorization strengthen teacher capacity to effectively implement integrated and designated ELD strategies.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>This action enhances instructional quality for all EL students and is provided on an LEA-wide basis to ensure all classrooms benefit from highly qualified teachers equipped to meet the diverse needs of unduplicated pupils.</p>	<p>% of teachers with EL authorizations; observation data on ELD practices.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>5.1</p>	<p>Action: Targeted Learning Recovery Tutoring</p> <p>Need: LTELs, newcomers from Afghanistan and Haiti, and students performing at “Very Low” or “Low” Dashboard status need targeted academic support in ELA and Math to accelerate learning recovery and close achievement gaps.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Small-group tutoring provides intensive, evidence-based instruction tailored to the needs of unduplicated pupils. By prioritizing LTELs and newcomers, this action ensures equitable access to high-impact academic support. Offering tutoring across the LEA ensures that all identified students, regardless of school site, can benefit from focused learning recovery interventions.</p>	<p>Student progress on interim benchmarks and CAASPP growth.</p>
<p>5.2</p>	<p>Action: Expanded Designated ELD</p> <p>Need:</p> <p>Scope: LEA-wide Schoolwide</p>		
<p>5.3</p>	<p>Action: Mental Health & SEL Support</p> <p>Need: Refugee, newcomer, and unduplicated pupils may experience trauma, adjustment challenges, and social-emotional barriers that impact attendance, engagement, and learning.</p>	<p>Providing a counselor for trauma-informed care, group counseling, and teacher PD in SEL and trauma-sensitive practices addresses the social-emotional and mental health needs of unduplicated pupils.</p> <p>Offering these services across the school ensures all newcomer and refugee students have access to consistent support, promoting safe, inclusive, and</p>	<p>Student SEL survey data, attendance, counseling participation.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide	supportive learning environments that enhance academic and social-emotional outcomes.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	Action: Professional Development, Assessment, and Data Need: Scope: Limited to Unduplicated Student Group(s)		
1.2	Action: PLC/Assessment and Data Need: Scope: Limited to Unduplicated Student Group(s)		
1.3	Action: Academic and Instructional Support		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.4	<p>Action: English Learner Instructional Support</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.1	<p>Action: Parental Engagement</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.2	<p>Action: Parental Engagement</p> <p>Need: Many families of these students may face language barriers, limited access to technology, or lack knowledge about how to navigate the educational system, including special education.</p> <p>Scope:</p>	<p>The parent resource room and workshops are designed to address these needs by providing parents with opportunities to improve their English skills, learn effective parenting strategies, enhance literacy, and understand special education processes. This support helps families become more involved in their children's education, leading to better academic and social outcomes for unduplicated pupils.</p>	<p>Parent participation rates, feedback surveys, skill improvement assessments, utilization of resources, academic progress of unduplicated pupils, and community feedback. These metrics will help evaluate how well the programs enhance parental involvement and</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		support the educational needs of these students.
2.3	Action: Academic Intervention Need: Scope: Limited to Unduplicated Student Group(s)		
2.4	Action: Community Outreach Need: Scope: Limited to Unduplicated Student Group(s)		
3.1	Action: Personnel Need: Scope: Limited to Unduplicated Student Group(s)		
3.2	Action: Curriculum and Instruction Need:		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.3	<p>Action: Technology Integration</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.4	<p>Action: School Culture and Climate</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
4.1	<p>Action: Intensive LTEL Intervention Block</p> <p>Need: English learners in grades 2–8 require targeted literacy interventions to meet grade-level reading benchmarks.</p> <p>Low-income students have limited access to technology and enrichment opportunities, affecting engagement and learning outcomes.</p> <p>Additional social-emotional support to improve attendance and academic performance.</p>	<p>Providing additional literacy intervention for all students in grades 2–8 ensures English learners have access to targeted support while benefiting from whole-class differentiation. LEA-wide implementation allows consistent, equitable access to these services for all unduplicated pupils.</p> <p>Schoolwide counseling and social-emotional learning programs support and while also promoting a positive school climate for all students.</p>	<p>Academic growth for English learners (e.g., reading scores, ELPAC progress)</p> <p>Attendance rates</p> <p>Participation rates in enrichment or intervention programs for low-income students</p> <p>Reduction in achievement gaps between</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		unduplicated and all students
4.2	<p>Action: Newcomer & LTEL Family Engagement</p> <p>Need: Quarterly multilingual workshops empower families with knowledge and resources to support their children’s academic and social-emotional development.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Offering these workshops across the LEA ensures that all newcomer and LTEL families benefit from consistent information and support, promoting engagement and positive student outcomes.	Family workshop attendance and survey feedback.
4.3	<p>Action: Teacher Development & Credentialing Support</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
5.1	<p>Action: Targeted Learning Recovery Tutoring</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.2	<p>Action: Expanded Designated ELD</p> <p>Need: LTELs and newcomer students require additional designated ELD instructional time to improve English proficiency and support academic success across content areas.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By increasing daily designated ELD minutes and providing support from bilingual aides and ELD teachers, students receive consistent, targeted language instruction that accelerates English language development. Implementing this LEA-wide ensures that all LTELs and newcomers have equitable access to structured ELD instruction, which is critical for their progress toward reclassification and overall academic achievement.</p>	<p>ELPAC progress monitoring and reclassification rates</p>
5.3	<p>Action: Mental Health & SEL Support</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

ICS will prioritize the recruitment of the following personnel:

Counselors: To provide targeted emotional and psychological support, address trauma, and assist with social integration.

Academic Coaches and Tutors: Specializing in subjects where students commonly struggle, to offer one-on-one and small group tutoring sessions.

Paraprofessionals and Classroom Aides: To assist teachers in managing classrooms more effectively and providing individualized attention to students.

Funding will be allocated for professional development to ensure that newly hired and existing staff are well-equipped to meet the specific needs of foster youth, English learners, and low-income students. This includes:

Training in trauma-informed practices and culturally responsive teaching methods.

Workshops on effective strategies for English language acquisition and literacy development.

Sessions focused on the unique challenges faced by low-income students and strategies to support them.

We will expand existing support programs and create new initiatives tailored to the needs of our target student populations, such as:

Extended Learning Opportunities: After-school and summer programs that provide academic support and enrichment activities.

Family Engagement Programs: To better involve families in the educational process and provide them with resources and support.

Mentorship Programs: Connecting students with mentors who can provide guidance, support, and positive role modeling.

The additional concentration grant add-on funding will significantly enhance our capacity to support foster youth, English learners, and low-income students. This comprehensive approach will not only improve their educational outcomes but also contribute to their overall well-being and success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:12	1:10
Staff-to-student ratio of certificated staff providing direct services to students	1:25	1:24

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$6,725,319	1,180,409	17.552%	0.000%	17.552%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,437,718.52	\$0.00	\$0.00	\$1,312,823.00	\$11,750,541.52	\$10,909,162.00	\$841,379.52

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development, Assessment, and Data	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$0.00	\$46,894.22	\$46,894.22				\$46,894.22	15%
1	1.2	PLC/Assessment and Data	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$22,000.00	\$61,620.00	\$83,620.00				\$83,620.00	10%
1	1.3	Academic and Instructional Support	All English Learners	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$216,077.00	\$155,616.61	\$371,693.61				\$371,693.61	15%
1	1.4	English Learner Instructional Support	English Learners	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$134,000.00	\$9,500.00	\$143,500.00				\$143,500.00	15%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
)											
1	1.5	Attendance and Instructional Support	All	No Yes	LEA-wide Schoolwide		All Schools	Annual	\$0.00	\$6,500.00	\$6,500.00				\$6,500.00	0%
2	2.1	Parental Engagement	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$177,056.00	\$0.00	\$177,056.00				\$177,056.00	0%
2	2.2	Parental Engagement	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$0.00	\$72,882.00	\$72,882.00				\$72,882.00	0%
2	2.3	Academic Intervention	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$460,000.00	\$0.00	\$460,000.00				\$460,000.00	15%
2	2.4	Community Outreach	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$65,000.00	\$75,400.00	\$140,400.00				\$140,400.00	10%
3	3.1	Personnel	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated		All Schools	Annual	\$8,577,688.00	\$0.00	\$8,577,688.00				\$8,577,688.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
3	3.2	Curriculum and Instruction	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$0.00	\$47,352.20	\$47,352.20				\$47,352.20	15%
3	3.3	Technology Integration	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$0.00	\$80,132.49	\$80,132.49				\$80,132.49	10%
3	3.4	School Culture and Climate	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$90,000.00	\$140,000.00	\$230,000.00				\$230,000.00	
4	4.1	Intensive LTEL Intervention Block	All English Learners	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$610,341.00	\$130,482.00				\$740,823.00	\$740,823.00	10%
4	4.2	Newcomer & LTEL Family Engagement	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$0.00	\$15,000.00				\$15,000.00	\$15,000.00	10%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Teacher Development & Credentialing Support	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$22,000.00	\$0.00				\$22,000.00	\$22,000.00	10%
5	5.1	Targeted Learning Recovery Tutoring	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$320,000.00	\$0.00				\$320,000.00	\$320,000.00	10%
5	5.2	Expanded Designated ELD	English Learners	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$75,000.00	\$0.00				\$75,000.00	\$75,000.00	10%
5	5.3	Mental Health & SEL Support	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	Annual	\$140,000.00	\$0.00				\$140,000.00	\$140,000.00	10%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,725,319	1,180,409	17.552%	0.000%	17.552%	\$10,437,718.52	165.000%	320.200 %	Total:	\$10,437,718.52
								LEA-wide Total:	\$10,437,718.52
								Limited Total:	\$10,431,218.52
								Schoolwide Total:	\$10,437,718.52

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development, Assessment, and Data	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	\$46,894.22	15%
1	1.2	PLC/Assessment and Data	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	\$83,620.00	10%
1	1.3	Academic and Instructional Support	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$371,693.61	15%
1	1.4	English Learner Instructional Support	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$143,500.00	15%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Attendance and Instructional Support	Yes	LEA-wide Schoolwide		All Schools	\$6,500.00	0%
2	2.1	Parental Engagement	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	\$177,056.00	0%
2	2.2	Parental Engagement	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	\$72,882.00	0%
2	2.3	Academic Intervention	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	\$460,000.00	15%
2	2.4	Community Outreach	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	\$140,400.00	10%
3	3.1	Personnel	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	\$8,577,688.00	0%
3	3.2	Curriculum and Instruction	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	\$47,352.20	15%
3	3.3	Technology Integration	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	\$80,132.49	10%
3	3.4	School Culture and Climate	Yes	LEA-wide Schoolwide Limited to Unduplicated		All Schools	\$230,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
4	4.1	Intensive LTEL Intervention Block	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools		10%
4	4.2	Newcomer & LTEL Family Engagement	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools		10%
4	4.3	Teacher Development & Credentialing Support	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools		10%
5	5.1	Targeted Learning Recovery Tutoring	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools		10%
5	5.2	Expanded Designated ELD	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools		10%
5	5.3	Mental Health & SEL Support	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools		10%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,928,370.75	\$10,403,085.91

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development, Assessment, and Data	No	\$41,948.75	\$46,894.22
			Yes		
1	1.2	PLC/Assessment and Data	No	\$105,907.00	\$83,620.00
			Yes		
1	1.3	Academic and Instructional Support	No	\$397,402.00	371693.61
			Yes		
1	1.4	English Learner Instructional Support	Yes	\$184,350.00	143,500
1	1.5	Attendance and Instructional Support	No	\$6,000.00	6,500
			Yes		
2	2.1	Parental Engagement	No	\$157,564.00	177,055.65
			Yes		
2	2.2	Parental Engagement	No	\$54,076.00	72882.23
			Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Academic Intervention	No	\$388,279.00	460,000
			Yes		
2	2.4	Community Outreach	No	\$83,350.00	140400
			Yes		
3	3.1	Personnel	No	\$5,793,170.00	\$8,577,688
			Yes		
3	3.2	Curriculum and Instruction	No	\$73,501.00	47352.2
			Yes		
3	3.3	Technology Integration	No	\$105,000.00	45,500
			Yes		
3	3.4	School Culture and Climate	No	\$225,000.00	230,000
			Yes		
4	4.1	Intensive LTEL Intervention Block	No	\$740,823.00	
			Yes		
4	4.2	Newcomer & LTEL Family Engagement	No	\$15,000.00	
			Yes		
4	4.3	Teacher Development & Credentialing Support	No	\$22,000.00	
			Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Targeted Learning Recovery Tutoring	No Yes	\$320,000.00	
5	5.2	Expanded Designated ELD	Yes	\$75,000.00	
5	5.3	Mental Health & SEL Support	No Yes	\$140,000.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
45,337	\$7,615,547.75	\$1,358,800.75	\$6,256,747.00	175.000%	175.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development, Assessment, and Data	Yes	\$41,948.75	\$41,948.75	15%	15%
1	1.2	PLC/Assessment and Data	Yes	\$105,907.00	\$105,907.00	10%	10%
1	1.3	Academic and Instructional Support	Yes	\$397,402.00	\$397,402.00	15%	15%
1	1.4	English Learner Instructional Support	Yes	\$184,350.00	\$184,350.00	15%	15%
1	1.5	Attendance and Instructional Support	Yes	\$6,000.00		0%	0%
2	2.1	Parental Engagement	Yes	\$157,564.00	\$157,564.00	0%	
2	2.2	Parental Engagement	Yes	\$54,076.00		0%	
2	2.3	Academic Intervention	Yes	\$388,279.00	\$388,279.00	15%	15%
2	2.4	Community Outreach	Yes	\$83,350.00	\$83,350.00	10%	10%
3	3.1	Personnel	Yes	\$5,793,170.00		0%	
3	3.2	Curriculum and Instruction	Yes	\$73,501.00		15%	15%
3	3.3	Technology Integration	Yes	\$105,000.00		10%	10%
3	3.4	School Culture and Climate	Yes	\$225,000.00		10%	10%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	Intensive LTEL Intervention Block	Yes			10%	10%
4	4.2	Newcomer & LTEL Family Engagement	Yes			10%	10%
4	4.3	Teacher Development & Credentialing Support	Yes			10%	10%
5	5.1	Targeted Learning Recovery Tutoring	Yes			10%	10%
5	5.2	Expanded Designated ELD	Yes			10%	10%
5	5.3	Mental Health & SEL Support	Yes			10%	10%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$10,365,852	45,337	0%	0.437%	\$1,358,800.75	175.000%	188.108%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024



2026-27 INSTRUCTIONAL CALENDAR

	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		TOTALS
JULY			1	2	3 H	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	Jul	0
AUGUST	3	4	5	6	7	10 F	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					Aug	16
SEPTEMBER		1	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			Sep	21
OCTOBER				1	2	5	6	7	8	9	12 NI	13	14	15	16	19	20	21	22	23	26	27	28	29	30	Oct	21
NOVEMBER	2	3	4	5	6	9	10	11 H	12	13	16	17	18	19	20	23 NI	24 NI	25 NI	26 H	27 H	30					Nov	15
DECEMBER		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 NI	22 NI	23 NI	24 H	25 H	28 NI	29 NI	30 NI	31 H		Dec	14
JANUARY					1 H	4 NI	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29	Jan	18
FEBRUARY	1	2	3	4	5	8	9	10	11	12 H	15 H	16	17	18	19	22	23	24	25	26						Feb	18
MARCH	1 NI	2 NI	3 NI	4 NI	5 NI	8 NI	9 NI	10 NI	11 NI	12 NI	15	16	17	18	19	22	23	24	25	26	29	30	31			Mar	13
APRIL				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	Apr	22
MAY	3	4	5	6	7	10	11	12	13	14	17 NI	18 NI	19 NI	20 NI	21 NI	24	25	26	27	28	31 H					May	15
JUNE		1	2	3	4	7	8	9 L	10	11	14	15	16	17	18 H	21	22	23	24	25	28	29	30			Jun	7
	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	Total	180

H	Holiday	Red
F/L	First/Last Day of School	Purple
N/I	Non-Instructional Day (No School)	Green
	Instruction Day	
	End of Quarter	
	Parent Teacher Conference	

	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Staff	0	19	21	21	15	14	20	18	13	22	15	9	186
Admin	10	21	21	21	15	14	19	18	13	22	15	18	208

SAN DIEGO COUNTY OFFICE OF EDUCATION
IFTIN CHARTER SCHOOL
Pupil Accounting
2026-2027 Annual Instructional Minutes Schedule

Revised 6-15-26

School	IFTIN Charter
Location	074
Track	T
Modified Day	Friday

Minimum Requirements:	
Kindergarten (including recess)	36,000
Grades 1-3 (not including recess)	50,400
Grades 4-8 (not including recess)	54,000

Grade(s)	Schedule	Start Time	Ending Time	Total minutes per day	Minus minutes of recess	Minus minutes of lunch	Instructional minutes per day	Instructional minutes per week	Number of days per year	Instructional minutes per year	Excess or (shortage)	2 Day Average
Kindergarten	Regular days	08:15 AM	03:00 PM	405	N/A	36	369	1,476	143	52,767		
	Modified Day	08:15 AM	11:30 AM	195	N/A	22	173	173	34	5,882		OK
	Minimum Day	08:15 AM	11:30 AM	195	N/A	22	173	173	3	519		
								1,822	180	59,168	23,168	

Grade(s)	Schedule	Start Time	Ending Time	Total minutes per day	Minus minutes of recess	Minus minutes of lunch	Instructional minutes per day	Instructional minutes per week	Number of days per year	Instructional minutes per year	Excess or (shortage)	
1 - 5	Regular days	08:15 AM	03:20 PM	425	18	36	371	1,484	143	53,053		
	Modified Day	08:15 AM	11:45 PM	930	18	22	890	890	34	30,260	OK	
	Minimum Day	08:15 AM	11:45 PM	930	18	22	890	890	3	2,670		
								3,264	180	85,983	31,983	

I verify that the above is the correct schedule for the 2026-2027 school year.	
Maslah Yussuf	
Signature (CEO)	Date:

Dates: Minimum days

10/8/26
12/17/26
3/25/27

Iftin Charter School
 Financial Accounting
 Pupil Accounting
 2026-2027 Annual Instructional Minutes Schedule

School	Iftin Middle
Location #	074
Track	T
Modified day	Friday

Minimum Requirements:

Grades 6-8 54,000

Schedule	Start Time	Ending Time	Total minutes per day	Minus excess passing time	Minus minutes of lunch/break	Instructional minutes per day	Number of days per year	Instructional minutes per year	Excess or (shortage)
Regular Day	08:15	03:20 PM	425	20	55	350	142	49,700	
Modified Day	08:15	11:45	210	0	25	185	35	6,475	
Minimum Day	08:15	11:45	210	0	25	185	3	555	
							180	56,730	2,730

Regular day

Period	Instructional Time from	Instructional Time to	Num Mins Passing	Inst. Mins per period	
Homeroom	08:15	08:35	0	20	
Wheel	08:35	09:35	0	60	
1	09:40	10:35	5	55	
2	10:40	11:35	5	55	
3	11:40	12:35 PM	5	55	
4	12:40 PM	01:35 PM	5	55	
Lunch	01:35 PM	01:55 PM	0	20	
QT Recess	01:55 PM	02:25 PM	0	30	
5	02:25 PM	03:20 PM	0	55	
	Less: Excess Passing time		20	405	425
	Minus Nutrition break and lunc		55	55	
			75	350	425

Minimum and Modified days

Period	Instructional Time from	Instructional Time to	Num Mins Passing	Inst. Mins per period	
1	08:15	09:00		45	
2	09:00	09:45	0	45	
3	09:45	10:30	0	45	
4	10:30	11:15	0	45	
Lunch	11:15	11:40	0	25	
			0	205	205
	Minus Nutrition break and lunch		0	25	
			0	180	180

DATES:

Minimum Days
10/8/26
12/17/26
3/25/27

I verify that the above is the correct schedule for the 2026-2027 school year.	
Maslah Yussuf Signature (CEO)	Date

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

IFTIN CHARTER SCHOOL

Anti-Nepotism and Conflict of Interest in Employment Policy

1. Purpose

Iftin Charter School is committed to fair, merit-based employment practices. The purpose of this policy is to prevent nepotism, favoritism, conflicts of interest, and the appearance of improper influence in hiring, supervision, evaluation, discipline, compensation, promotion, and other employment-related decisions. This policy is designed to govern employment decisions made after the effective date and is not intended to penalize current employees for pre-existing family or close personal relationships.

2. Scope

This policy applies prospectively from the effective date forward. It applies to applicants, new hires, future promotions, future transfers, future reassignments, future supervisory changes, and future employment decisions involving employees, administrators, contractors involved in employment decisions, and members of the Iftin Charter School Board of Directors. This policy is not intended to be applied retroactively to require removal, transfer, discipline, or termination of current employees based solely on family or close personal relationships that existed before the effective date.

3. Definitions

Relative: A relative includes any person related by blood, marriage, domestic partnership, adoption, foster relationship, guardianship, or step-relationship. This includes, but is not limited to, a spouse, domestic partner, parent, child, sibling, grandparent, grandchild, in-law, aunt, uncle, niece, nephew, cousin, step-relative, foster relative, or any person living in the same household.

Close Personal Relationship: A close personal relationship means a relationship that could reasonably create an actual or perceived conflict of interest, including a dating relationship, romantic relationship, significant household relationship, or other relationship where one person could be perceived as having undue influence over an employment decision involving the other.

Employment Decision: An employment decision includes recruitment, screening, interviewing, hiring, assignment, supervision, evaluation, discipline, promotion, transfer, compensation, benefits, scheduling, leave approval, grievance review, investigation, or termination.

4. General Anti-Nepotism Standard

No applicant, employee, administrator, or Board member may participate in, influence, or attempt to influence an employment decision involving a relative or a person with whom they have a close personal relationship. Employment decisions must be based on qualifications, job-related criteria, school needs, performance, and merit.

5. Limit on Employment of Related Employees

To reduce the risk of favoritism or perceived favoritism, no more than three (3) employees who are relatives of each other may be employed by Iftin Charter School at the same time, unless a written exception is approved under Section 12 of this policy. The School will not hire a candidate whose employment would cause this limit to be exceeded unless an approved exception is documented in advance. This limit applies regardless of department, position, or whether a direct supervisory relationship exists.

6. Board Member and Governance-Related Conflicts

Relatives of Board members are not automatically prohibited from employment; however, any such relationship must be disclosed before the applicant advances in the hiring process. A Board member may not participate in discussion, deliberation, recommendation, approval, evaluation, complaint review, compensation decision, or any other employment matter involving their relative or a person with whom they have a close personal relationship. Board-related conflicts must be documented in Board records when Board action is required.

7. Mandatory Disclosure During Application

All applicants must disclose whether they have a relative or close personal relationship with any current School employee, administrator, contractor involved in employment decisions, or Board member. Failure to provide complete and accurate disclosure may result in disqualification from employment or, if discovered after hire, disciplinary action up to and including termination. Applicants must provide the full name of the related or connected person, the nature of the relationship, and the person's job title, department, or Board role. Operation Manager will review all disclosures before the applicant advances in the hiring process.

8. Ongoing Disclosure Requirement for Current Employees

After the effective date of this policy, employees must disclose any new relationship or change in circumstances that may create a conflict of interest under this policy. This includes future situations where employees become related by marriage, domestic partnership, household relationship, dating relationship, promotion, transfer, reassignment, reorganization, or another change that creates a new supervisory or employment-decision conflict. This disclosure requirement does not require current employees to report family or close personal relationships that existed before the effective date unless a new employment decision, promotion, transfer, reassignment, supervisory relationship, or other change occurs after the effective date. Disclosures must be made to Operation Manager or the Executive Director. If the relationship involves the Executive Director or a Board member, the disclosure must also be made to the Board Chair or the Board's designated officer.

9. No Supervisory or Decision-Making Authority Over Relatives

No employee, administrator, or Board member may hire, supervise, evaluate, discipline, promote, approve leave for, set compensation for, investigate, or otherwise influence an employment decision involving a relative or a person with whom they have a close personal relationship. If a reporting or decision-making conflict arises due to hiring, promotion, reassignment, reorganization, marriage, domestic partnership, household relationship, or another change in circumstances, the School will develop a written conflict-management plan within thirty (30) calendar days.

10. Conflict-Management Measures

Depending on the circumstances, the School may use one or more conflict-management measures, including recusal from interviews or hiring panels, reassignment of supervisory duties, transfer to a different reporting line, independent review of evaluations or discipline, reassignment of complaint or investigation responsibilities, or other steps necessary to protect fairness and public trust. Conflict-management plans must be documented and maintained by Operation Manager.

11. Existing Employees

This policy shall apply moving forward only and shall not be applied retroactively to current employees based solely on family or close personal relationships that existed before the effective date. Current employees will not be terminated, disciplined, transferred, reassigned, demoted, or otherwise negatively affected solely because of a pre-existing family or close personal relationship. The School may document existing relationships for administrative awareness, but such documentation shall not be used as a basis for adverse employment action. After the effective date, this policy will apply to new hires, future promotions, future transfers, future reassignments, future supervisory changes, and any new relationship or new conflict of interest that arises. No new relative may be hired after the effective date if the hire would exceed the three-person limit unless an exception is approved in writing under Section 12.

12. Exceptions

Exceptions to the three-related-employee limit may be considered only when the School determines that the applicant is highly qualified, the position is difficult to fill or critical to School operations, no supervisory or decision-making conflict will exist, and a written conflict-management plan can reasonably prevent favoritism or the appearance of favoritism. Exceptions involving employees or applicants must be approved in writing by the Executive Director and Operation Manager. Exceptions involving the Executive Director, a Board member, or a relative of a

Board member must be reviewed and approved by the Board, with any conflicted Board member recused from discussion and voting.

13. Reporting Violations

Employees may report suspected violations of this policy to Operation Manager, the Executive Director, or the Board Chair when appropriate. Reports made in good faith will be handled as confidentially as possible, consistent with the School’s need to investigate and take appropriate action. Retaliation against any person who makes a good-faith report or participates in an investigation is prohibited.

14. Violations

Violations of this policy may result in corrective action, including recusal, reassignment of duties, transfer to a different reporting line, removal from a hiring or review process, written warning, suspension, termination, or other action appropriate to the circumstances. Failure to disclose a covered relationship or providing false or incomplete information may result in disqualification from employment or disciplinary action up to and including termination.

15. Questions and Interpretation

Questions about this policy should be directed to Operation Manager or the Executive Director. The School will interpret and apply this policy in a manner consistent with applicable law, the School’s charter obligations, employment policies, and the School’s commitment to fair and merit-based employment practices.

16. Board Approval

Board Chair	Executive Director
Signature: _____ Date: _____ _____	Signature: _____ Date: _____ _____

IFTIN CHARTER SCHOOL

Employment Application - Relative and Conflict Disclosure Form

IMPORTANT: All applicants must complete this form. Incomplete, false, or misleading information may result in immediate disqualification or termination if discovered after hire.

Applicant Information

Full Name:		Date:	
Position Applied For:		Department:	

Disclosure Questions

- No** **Yes** Do you have any relatives currently employed by Iftin Charter School?
- No** **Yes** Do you have any relatives currently serving on the Iftin Charter School Board of Directors?
- No** **Yes** Do you have a close personal relationship with any current School employee, administrator, contractor involved in employment decisions, or Board member?
- No** **Yes** Are you aware of any relationship that could create an actual or perceived conflict of interest in hiring, supervision, evaluation, discipline, compensation, or other employment decisions?

If you answered Yes to any question above, complete the table below:

Full name of person	Relationship or connection	Their job title or Board role	Department / role	Type of potential conflict

Certification

I certify that all information provided above is accurate and complete. I have read and understand the Iftin Charter School Anti-Nepotism and Conflict of Interest in Employment Policy. I understand that I must update this disclosure if circumstances change. I understand that providing false, incomplete, or misleading information may result in disqualification from employment or disciplinary action up to and including termination.

Applicant Signature: _____	Date: _____
----------------------------	-------------

For HR Use Only

Reviewed by:	Date:	Disclosure verified: <input type="checkbox"/> Yes <input type="checkbox"/> No	Application proceeds: <input type="checkbox"/> Yes <input type="checkbox"/> No
Conflict-management plan required: <input type="checkbox"/> Yes <input type="checkbox"/> No	Exception required: <input type="checkbox"/> Yes <input type="checkbox"/> No	Approved by:	Date:



FISCAL POLICIES

(2026-27)

Board Approved 6/18/2026

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100 INTERNAL CONTROL POLICIES

101 *Introduction*

Internal control policies provide the Charter School with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, the Charter School has additional responsibilities to ensure the public's confidence and the integrity of the School's activities.

102 COMPLIANCE WITH LAWS

The Charter School will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Charter School:

A. Political Contributions

No funds or assets of the Charter School may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Charter School for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.

4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

200 ORGANIZATIONAL CONFLICT OF INTEREST OR SELF-DEALING (RELATED PARTIES)

The School will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
- D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School

Thus, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father-in-law, mother in law, sister in law and brother in law of a board member or school employee.

201 Compliance with California Fair Political Practice Commission Regulations & Codes
Unpaid members of the boards and commissions and consultants to the Charter School are required to disclose their personal financial interests if they make or participate in making governmental decisions that could affect their private financial interests.

Disclosure is made on a form called a "statement of economic interests" (Form 700). The form must be filed each year. Filed forms are public documents that must be made available to anyone who requests them.

Disqualification

If a public official has a conflict of interest, the official may be required to disqualify himself or herself from making or participating in a governmental decision, or using his

or her official position to influence or attempt to influence a governmental decision. Assets and income of public officials which may be materially affected by their official actions should be disclosed and in appropriate circumstances the officials should be disqualified from acting in order that conflicts of interest may be avoided." *Gov. Code section 81002(c)*

"No public official at any level of state or local government shall make, participate in making or in any way attempt to use his official position to influence a governmental decision in which he knows or has reason to know he has a financial interest." *Gov. Code Section 87100*

202 *Board Of Trustees Authorities*

The Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with SDCOE pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employee's salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Trustees will meet monthly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 *Signature Authorities*

To properly segregate duties within the Charter School, the Treasurer of the Board and the Charter Chief Executive Officer are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than \$10,000 will require dual signatures prior to check issuance.

204 *Government Access to Records*

The Operations Manager or contracted business back-office services provider will provide access to the organization's records to the SDCOE CFO or his designee and provide supporting records, as requested, in a timely manner.

205 *Security of Financial Data*

A. The system's accounting data must be backed up daily by the business back-office services provider to ensure the recoverability of financial information in case of hardware failure. The backup will be stored in a fire safe area and properly secured.

- B. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager or the business back-office services provider from unauthorized access.

206 *Security of School Documents*

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

- A. Charter and all related amendments
- B. Minutes of the Board of Trustees and subcommittees
- C. Banking agreements
- D. Leases
- E. Insurance policies
- F. Vendor invoices
- G. Grant and contract agreements
- H. Fixed asset inventory list

2079 *Use of School Assets*

- A. No employee may use any of the School property, equipment, material or supplies for personal use without the prior approval of the Chief Executive Officer.

208 *Use Of School Credit Cards*

- A. Charter School credit cards should only be issued with the formal approval of the Board of Trustee and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued, they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.
- B. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Chief Executive Officer, unless not deemed independent than the approval would be by the Board of Trustees.

300 **FINANCIAL MANAGEMENT POLICIES**

301 *Basis Of Accounting*

The Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting.

302 *Accounting Policy*

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Financial Accounting Standards Board (FASB). FASB is the independent, private-sector, not-for-profit organization, that establishes financial accounting and reporting standards for public and private companies and not-for-profit organizations that follow Generally Accepted Accounting Principles (GAAP).

303 *Basis of Presentation*

The accounts of the Charter School are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter School uses the following fund:

Main Fund - This fund of the Charter School is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

Petty Cash Fund – This fund of the school does not exceed \$2,000 and is used to account for express charges, postage and other small purchases which are not conveniently handled in the usual manner.

304 *Revenues*

Under the accrual basis of accounting, revenues recognized when earned.

305 *Expenditures*

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

306 *Incurred Costs*

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

- A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

307 *Cash Management*

- A. The School maintains cash accounts at the following banks:

- 1. Operating – Wells Fargo

- B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the CEO for collection. Appropriate collection procedures are initiated, if necessary.

308 *Grants Receivable Aging Criteria*

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety-day basis.

309 *Grant/Contract Invoicing*

- A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
- B. The invoicing format is that specified by the funding source.

310 *Budgets*

- A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projection are reviewed and approved by the Board of Trustees, at the annual meeting and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the back-office services provider and reviewed by the CEO and presented to the Board of Trustees at each monthly board meeting.

311 *Insurance And Bonding*

- A. The School maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
 - 1. General liability
 - 2. Business & personal property (including auto/bus)
 - 3. Computer equipment
 - 4. Workers' compensation
 - 5. Personal injury liability
- B. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

312 *Record Retention And Disposal*

- A. Records are maintained for the following indicated minimum periods:
 - 1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.

- B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

312 *Record Retention And Disposal - continued*

- E. All financial records are maintained in chronological order, organized by fiscal year.
- F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the CEO listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

313 *Financial Reporting*

The back-office services provider maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
 - 1. Financial statements for audit
 - 2. Annual budget
- B. Monthly:
 - 1. Trial balance
 - 2. Internally generated budget vs. actual financial statements
 - 3. Billing invoices to funding sources
 - 4. Updating the cash flow projection
- C. Periodically:
 - 1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
 - 2. Other reports upon request

314 *Audit*

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with *Government Auditing Standards* and the *Governmental Accounting Standards Board*.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

315 *Audit/Finance Committee*

The Board of Trustees appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The

audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Charter School and provide recommendations to the Board of Trustees.

400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401 ASSETS

402 Bank Accounts

A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks: Wells Fargo

403 Petty Cash Payments

A. Petty cash payments are made from a fund not to exceed \$2000, and should be for cash advances, local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request.

B. The petty cash account is balanced on a monthly basis by the petty cash custodian. The replenishment check is made out to “(Custodian’s name) - *Petty Cash Custodian*” on an as needed basis.

404 LIABILITIES AND FUND EQUITY

405 Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving reports or other approved documentation are recorded as accounts payable.

406 Accounts Payable Payment Policy

Iftin Charter School (ICS) shall implement an automated accounts payable (“AP”) processing system in collaboration with CSMC, the School’s designated back-office services provider. The purpose of this system is to enhance transparency, accountability, and efficiency in the receipt, review, approval, and payment of vendor invoices, and to support compliance with established payment terms and fiscal controls.

Vendors shall be permitted to submit invoices electronically via email directly into the automated AP system. Upon receipt, each invoice shall be electronically dated-stamped by the system to document the official receipt date.

All vendor invoices shall be reviewed by authorized School personnel to confirm accuracy, completeness, and compliance with contractual and policy requirements. Invoices submitted late by vendors or lacking a valid invoice date shall be identified (“flagged”) within the system to ensure adequate processing time and adherence to standard payment terms.

Upon verification, invoices shall be approved for payment within the automated AP system in accordance with existing approval authorities and spending thresholds as defined in the school’s board-approved fiscal policies and procedures.

Vendors may select their preferred method of payment, including Automated Clearing House (ACH), electronic virtual card (V-Card), or check. Payments shall be issued by the third-party service provider, and funds shall be disbursed via ACH withdrawal from the school's bank account upon invoice approval. In limited circumstances, vendors may request payment by check.

407 *Accrued Liabilities*

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

408 *Liability For Compensated Absences*

A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:

1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
2. The employee's right to receive the compensation for the future absences is vested or accumulated.
3. It is probable that the compensation will be paid.
4. The amount of compensation is reasonably estimable.

B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

409 *Debt*

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.

B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500 REVENUE

501 Revenue Recognition

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 FACILITIES

601 Disposal Of Property And Equipment

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Manager.
- B. The School has adopted standard disposition procedures for Charter School staff to follow, which include an *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 The School adheres to the following objectives:

- 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
 - 2. Make all purchases in the best interests of the School and its funding sources.
 - 3. Obtain quality supplies/services needed for delivery at the time and place required.
 - 4. Buy from responsible sources of supply.
 - 5. Obtain maximum value for all expenditures.
 - 6. Deal fairly and impartially with all vendors.
 - 7. Maintain dependable sources of supply.
 - 8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.
-
- A. The Charter School will execute a *Purchase Order* for all purchases and it shall be approved by the CEO for purchases less than \$10,000 and by the Board of Trustees if greater than \$10,000.
 - B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the CEO. The agreement will identify all the terms and conditions of the lease.

800 TRAVEL POLICIES

801 Employee Mileage Reimbursement

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if supported by invoices.
- B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

902 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for a number of firms or persons at the same time.
- F. Will use his or her own stationery or time sheet in billing for services.

PART II

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Operations Manager before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the Operations Manager.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.
6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the CEO.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back-office business services provider to the CEO.
1. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back-office business services provider.
2. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

The Charter School annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

The School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The School also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

- (i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits compared to accounts receivable and bank deposits.
- (iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

A. General

1. Mail is opened by the Receptionist who sorts the checks and forwards them to the Operations Manager or the appropriate recipient.
2. All checks are restrictively endorsed immediately by the CEO.
3. The back-office business services provider prepares journal entries and deposit slips.
4. A copy of each check to be deposited is made and attached to a copy of the deposit slip and filed to provide support for all deposits.
5. The back-office business services provider reviews and signs off on journal entries.
6. The back-office business services provider inputs journal entries.
7. Either the back-office business services provider or the CEO makes deposits on a daily or no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.

8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Operations Manager/CEO and the back-office business services provider on a monthly basis.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back-office business services provider, if applicable.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the School.

Procedures

1. When the transaction is complete and payment is due, the administrative assistant attaches all supporting documentation to the allocation sheet: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Operations Manager/CEO for review and approval.
2. The Operations Manager/CEO approves the invoice allocation, after examining the supporting documentation and sends the invoice allocation and invoices to the back-office provider for invoice and check processing
3. The back-office provider inputs the invoices into the accounting system and cuts checks as directed by the Operations Manager. All checks over \$10,000 must bear 2 signatures (except recurring payments that are detailed in the approved budget).
4. After having been approved and/or signed, the checks are mailed directly to the payee by the receptionist. Checks are scanned and sent to the Operations Manager along with the check register.
5. All supporting documents are filed by back-office business services provider.
6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
7. Bank statements are reconciled soon after receipt by either the back-offices business services provider and reviewed by the Operations Manager/CEO.

PETTY CASH FUNDS

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

- (i) The Charter School does not use Petty Cash Funds.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies Procedure

New Employees

1. Requests for new employees are initiated by the CEO and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted. Fingerprint clearance must be received by the school before any employee may start work.

Vacation and Sick Pay

1. Employees accrue vacation time based on personnel policy of the Charter School.
2. Employees are required to provide at least two weeks advance notice to supervisors for a vacation request.
3. Regular part-time employees will earn vacation time on a prorated basis based on personnel policy of the Charter School.
4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Operations Manager.
1. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Operations Manager.
2. Before vacation time is paid, a *Vacation Authorization Request* is to be prepared by the employee, which is reviewed and approved by the CEO.
3. The back-office business services provider monitors vacation and sick time by maintaining a log for each individual.
4. A General Journal entry is prepared at year-end to record the accrued vacation liability.
5. Unused vacation time is based on personnel policy of the Charter School.

PERSONNEL DATA TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet

C.

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

A. Internal Accounting Controls

- (i) Reconciliation of hours charged on time sheets to attendance records.

Procedures

Time Sheet Preparation

1. Hourly and salary employees prepare time sheets on a bi-weekly basis.
2. Recorded hours from the monthly time sheets are accumulated by the electronic time sheets and communicated to the Payroll Service.
3. The back-office business services provider verifies gross pay and payroll deductions.
4. The total hours and number of employees are compared with the totals in the Payroll Register by the back-office business services provider.
5. The Payroll Register is reviewed and approved by the Operations Manager/CEO.

Approval and Collection of Time Sheets

1. Each employee's timesheet is forwarded to the Administrative Assistant or Receptionist on a bi-weekly basis, which ensures all the timesheets are submitted in a timely manner. The Administrative Assistant or Receptionist forwards the timesheets to the Operations Manager who reviews and approves them.
2. Authorized timesheets are collected by the Administrative Assistant or Receptionist and forwarded to the back-office business services provider for processing.

Reconciliation of Payroll to Time Sheets

Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Operations Manager/CEO or their designee for each timesheet period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

- (i) Time records are periodically reconciled with payroll records.

Procedures

1. The Administrative Assistant or Receptionist forwards approved timesheets to the back-office business services provider.
2. The total time recorded on time sheets and the number of employees is calculated by the back-office business services provider.

3. Recorded hours from the bi-weekly time sheets are accumulated by the back-office business services provider and communicated to the Payroll Service via modem or input into the in-house payroll software.
4. The payroll documents received from the in-house payroll software (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the back-office business services provider.
5. The back-office business services provider verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the back-office business services provider.
7. The Payroll Register is reviewed and approved by the Operations Manager.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The in-house payroll software calculates payroll withholdings, which are reviewed and verified by the back-office business services provider.

Procedures

1. The in-house payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back-office business services provider.
3. The back-office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back-office business services provider.

1300 DEPRECIATION

Procedures

1. The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, under FASB depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Charter School will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Life of lease or 5 years whichever is greater
Building Improvements	20 years
Building	30 years

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the School pays for only authorized business expenses.

Major Controls

A. Travel Policies

The School has adopted policies on travel reimbursement.

B. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses of \$25 or over (provided they are not on a per diem basis) and company credit card purchases.

C. Internal Accounting Controls

- (i) Justification for travel approved by CEO
- (ii) Documentation for incurred employee expenses
- (iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.
2. All credit card purchases are supported by invoices in order to be reimbursed.

2. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the Business Manager.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Operations Manager/CEO works with the back-office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projection are submitted to the Board of Trustees for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back-office business services provider prepares preliminary budgets and projection for review by the Operations Manager/CEO in consultation with the school staff.
2. To support budgets and projection estimates, the back-office business services provider prepares current year-to-date financial data with projections of year-end totals.
3. The back-office business services provider and the Operations Manager/CEO review the budgets and projection submitted for completeness and reasonableness.
4. The Board of Trustees approves and adopts the final budgets and projection.
5. The adopted budgets totals are entered in the General Ledger by the back-office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Major Controls

A. Schedule

Monthly managerial reports are prepared based on a schedule.

B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the School are audited by a certified public accounting firm.

Procedures

1. The back-office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.
2. The Charter School submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with *Governmental Auditing Standards*
3. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. The School maintains a schedule of required filing due dates for:
 - (i) *IRS Form W-2* - Wage and Tax Statement.
 - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.
 - (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.
 - (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - (v) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - (i) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back-office business services provider for accuracy and completeness.