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

## **GOVERNING BOARD AGENDA- Regular Board Meeting**

**Meeting of Friday, June 24, 2022 at 5:30PM**  
5465 El Cajon Blvd., San Diego, CA 92115 (Library)

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

### **Approval of Agenda: Faisal Ali**

### **WELCOME GUESTS / CALL TO ORDER 5:30PM**

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#### **Roll Call**

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

#### **PUBLIC COMMENT**

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

#### **Consent Items**

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N/A

#### **Discussion Items**

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- A) CEO Report
- B) 2022 LCAP/Budget Overview for parents
- C) CSMC 3-yr contract renewal
- D) 2022-23 Preliminary Budget
- E) Declaration of need for fully qualified educators
- F) UPK Grant Program Plan

- G) BeUtmost 2022-23 Contract
- H) School Food Vendor Bids
- I) 2022-23 Board Calendar

## Action Items

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- A. Approve 2022 LCAP/Budget Overview for Parents
- B. Approve CSMC 3-yr Contract Renewal
- C. Approve 2022-23 Preliminary Budget
- D. Approve 2022-23 CONAPP
- E. Approve 2021-22 and 2022-23 EPA Spending
- F. Approve Declaration of need for fully qualified educators
- G. Approve BeUtmost 2022-23 Contract
- H. Approve Food vendor for 2022-23
  - a. Top Notch Catering
  - b. African Spice
  - c. Fatumas Cuisine, Inc.

## Closed Session

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

## Report to Open Session

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Reportable Action:

## Advanced Planning

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The next regularly scheduled Governing Board Meeting is to be held on Friday, June 24, 2022 at 5:30PM

## ADJOURN

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

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**CHARTER SCHOOL CERTIFICATION**

**Charter School Name:** Iftin Charter School  
(name continued)  
**CDS #:** 37 68338 0108548  
**Charter Approving Entity:** San Diego County Office of Education  
**County:** San Diego  
**Charter #:** 0680  
**Fiscal Year:** 2022/23

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To the entity that approved the charter school:  
(   x   ) 2022/23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)  
Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

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To the County Superintendent of Schools:  
(   x   ) 2022/23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)  
Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

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For additional information on the BUDGET, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
_____	_____
Name	Name
_____	_____
Title	Title
_____	_____
Telephone	Telephone
_____	_____
E-mail address	E-mail address

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(   x   ) 2022/23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
ACOE District Advisor

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Iftin Charter School

(name continued) \_\_\_\_\_

CDS #: 37 68338 0108548

Charter Approving Entity: San Diego County Office of Education

County: San Diego

Charter #: 0680

Budgeting Period: 2022/23

This charter school uses the following basis of accounting:

**Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

**Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>A. REVENUES</b>					
1. LCFF Sources					
State Aid - Current Year	8011	1,218,519.00	1,390,653.00		1,390,653.00
Education Protection Account State Aid - Current Year	8012	75,286.00	79,220.00		79,220.00
State Aid - Prior Years	8019	(9,224.00)			0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	2,646,668.00	2,784,967.00		2,784,967.00
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		3,931,249.00	4,254,840.00	0.00	4,254,840.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	202,595.00		202,595.00	202,595.00
Special Education - Federal	8181, 8182	51,581.40		53,433.04	53,433.04
Child Nutrition - Federal	8220	320,000.00		320,000.00	320,000.00
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299	1,018,661.00		480,000.00	480,000.00
Total, Federal Revenues		1,592,837.40	0.00	1,056,028.04	1,056,028.04
3. Other State Revenues					
Special Education - State	StateRevSE	259,525.58		273,112.16	273,112.16
All Other State Revenues	StateRevAO	333,440.00	71,389.00	522,164.00	593,553.00
Total, Other State Revenues		592,965.58	71,389.00	795,276.16	866,665.16
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	25,271.79			0.00
Total, Local Revenues		25,271.79	0.00	0.00	0.00
5. TOTAL REVENUES					
		6,142,323.77	4,326,229.00	1,851,304.20	6,177,533.20
<b>B. EXPENDITURES</b>					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	1,232,827.67	1,167,423.00	250,000.00	1,417,423.00
Certificated Pupil Support Salaries	1200	85,000.00		45,000.00	45,000.00
Certificated Supervisors' and Administrators' Salaries	1300	258,434.00	256,152.00		256,152.00
Other Certificated Salaries	1900				0.00
Total, Certificated Salaries		1,576,261.67	1,423,575.00	295,000.00	1,718,575.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	255,432.40	139,157.00	100,000.00	239,157.00
Non-certificated Support Salaries	2200	100,000.00	53,032.00		53,032.00
Non-certificated Supervisors' and Administrators' Sal.	2300	300,000.00	216,300.00		216,300.00
Clerical and Office Salaries	2400	95,188.00	111,500.00		111,500.00
Other Non-certificated Salaries	2900	952,760.30	200,103.00	600,000.00	800,103.00
Total, Non-certificated Salaries		1,703,380.70	720,092.00	700,000.00	1,420,092.00

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Iftin Charter School  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102	272,625.47	270,757.00	56,345.00	327,102.00
PERS	3201-3202	287,313.85	195,777.00	164,500.00	360,277.00
OASDI / Medicare / Alternative	3301-3302	142,231.00	75,641.50	57,827.50	133,469.00
Health and Welfare Benefits	3401-3402	217,701.00	188,500.00	50,000.00	238,500.00
Unemployment Insurance	3501-3502	34,916.00	27,676.00	5,000.00	32,676.00
Workers' Compensation Insurance	3601-3602	60,000.00	78,317.00		78,317.00
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
Other Employee Benefits	3901-3902				0.00
Total, Employee Benefits		1,014,787.33	836,668.50	333,672.50	1,170,341.00
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	112,610.00	62,610.00	50,000.00	112,610.00
Books and Other Reference Materials	4200	40,000.00	40,000.00		40,000.00
Materials and Supplies	4300	169,372.00	104,372.00	20,000.00	124,372.00
Noncapitalized Equipment	4400	110,896.00	90,896.00	20,000.00	110,896.00
Food	4700	360,000.00		360,000.00	360,000.00
Total, Books and Supplies		792,878.00	297,878.00	450,000.00	747,878.00
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	42,322.00	32,322.00	30,000.00	62,322.00
Dues and Memberships	5300	12,779.83	12,779.83		12,779.83
Insurance	5400	60,000.00	60,000.00		60,000.00
Operations and Housekeeping Services	5500	117,034.00	122,859.00		122,859.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	237,201.00	242,201.00		242,201.00
Transfers of Direct Costs	5700-5799				0.00
Professional/Consulting Services & Operating Expend.	5800	526,017.00	438,694.00	150,000.00	588,694.00
Communications	5900	25,796.00	25,798.00		25,798.00
Total, Services and Other Operating Expenditures		1,021,149.83	934,653.83	180,000.00	1,114,653.83
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900	25,000.00	85,000.00		85,000.00
Total, Capital Outlay		25,000.00	85,000.00	0.00	85,000.00
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Iftin Charter School

(name continued)

Total, Other Outgo		0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		6,133,457.53	4,297,867.33	1,958,672.50	6,256,539.83
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		8,866.25	28,361.67	(107,368.30)	(79,006.63)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(107,368.30)	107,368.30	0.00
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		0.00	(107,368.30)	107,368.30	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		8,866.25	(79,006.63)	0.00	(79,006.63)
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	2,334,300.66	2,261,999.25		2,261,999.25
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(81,167.66)			0.00
c. Adjusted Beginning Balance		2,253,133.00	2,261,999.25	0.00	2,261,999.25
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,261,999.25	2,182,992.62	0.00	2,182,992.62
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789				0.00
Unassigned / Unappropriated Amount	9790	2,261,999.25	2,182,992.62	0.00	2,182,992.62

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Iftin Charter School  
 (name continued)  
 CDS #: 37 68338 0108548  
 Charter Approving Entity: San Diego County Office of Education  
 County: San Diego  
 Charter #: 0680  
 Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	1,390,653.00	0.00	1,390,653.00	1,576,371.00	1,741,205.00
Education Protection Account State Aid - Current Year	8012	79,220.00	0.00	79,220.00	82,400.00	82,400.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	2,784,967.00	0.00	2,784,967.00	2,896,760.00	2,896,760.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		4,254,840.00	0.00	4,254,840.00	4,555,531.00	4,720,365.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	202,595.00	202,595.00	216,173.00	216,173.00
Special Education - Federal	8181, 8182	0.00	53,433.04	53,433.04	55,000.00	55,000.00
Child Nutrition - Federal	8220	0.00	320,000.00	320,000.00	340,000.00	360,000.00
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	480,000.00	480,000.00		
Total, Federal Revenues		0.00	1,056,028.04	1,056,028.04	611,173.00	631,173.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	273,112.16	273,112.16	294,580.00	294,580.00
All Other State Revenues	StateRevAO	71,389.00	522,164.00	593,553.00	493,552.00	493,552.00
Total, Other State Revenues		71,389.00	795,276.16	866,665.16	788,132.00	788,132.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	0.00	0.00	0.00	0.00	0.00
Total, Local Revenues		0.00	0.00	0.00	0.00	0.00
5. TOTAL REVENUES						
		4,326,229.00	1,851,304.20	6,177,533.20	5,954,836.00	6,139,670.00
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,167,423.00	250,000.00	1,417,423.00	1,459,945.69	1,503,744.06
Certificated Pupil Support Salaries	1200	0.00	45,000.00	45,000.00	46,350.00	47,740.50
Certificated Supervisors' and Administrators' Salaries	1300	256,152.00	0.00	256,152.00	263,836.56	271,751.66
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		1,423,575.00	295,000.00	1,718,575.00	1,770,132.25	1,823,236.22
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	139,157.00	100,000.00	239,157.00	246,331.71	253,721.66
Non-certificated Support Salaries	2200	53,032.00	0.00	53,032.00	54,622.96	56,261.65
Non-certificated Supervisors' and Administrators' Sal.	2300	216,300.00	0.00	216,300.00	222,789.00	229,472.67
Clerical and Office Salaries	2400	111,500.00	0.00	111,500.00	114,845.00	118,290.35
Other Non-certificated Salaries	2900	200,103.00	600,000.00	800,103.00	374,106.09	385,329.27
Total, Non-certificated Salaries		720,092.00	700,000.00	1,420,092.00	1,012,694.76	1,043,075.60

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	270,757.00	56,345.00	327,102.00	338,095.26	348,238.12
PERS	3201-3202	195,777.00	164,500.00	360,277.00	274,440.28	288,931.94
OASDI / Medicare / Alternative	3301-3302	75,641.50	57,827.50	133,469.00	103,138.07	106,232.21
Health and Welfare Benefits	3401-3402	188,500.00	50,000.00	238,500.00	250,425.00	262,946.25
Unemployment Insurance	3501-3502	27,676.00	5,000.00	32,676.00	34,309.80	36,025.29
Workers' Compensation Insurance	3601-3602	78,317.00	0.00	78,317.00	82,232.65	86,344.49
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: **Iftin Charter School**  
(name continued)

Other Employee Benefits	3901-3902	0.00	0.00	0.00		
Total, Employee Benefits		836,668.50	333,672.50	1,170,341.00	1,082,641.26	1,128,718.30
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	62,610.00	50,000.00	112,610.00	118,240.50	118,240.50
Books and Other Reference Materials	4200	40,000.00	0.00	40,000.00	42,000.00	44,100.00
Materials and Supplies	4300	104,372.00	20,000.00	124,372.00	130,590.60	137,120.13
Noncapitalized Equipment	4400	90,896.00	20,000.00	110,896.00	116,440.80	122,262.84
Food	4700	0.00	360,000.00	360,000.00	378,000.00	396,900.00
Total, Books and Supplies		297,878.00	450,000.00	747,878.00	785,271.90	818,623.47
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	32,322.00	30,000.00	62,322.00	65,438.10	68,710.01
Dues and Memberships	5300	12,779.83	0.00	12,779.83	13,418.82	14,089.76
Insurance	5400	60,000.00	0.00	60,000.00	63,000.00	66,150.00
Operations and Housekeeping Services	5500	122,859.00	0.00	122,859.00	129,001.95	135,452.05
Rentals, Leases, Repairs, and Noncap. Improvements	5600	242,201.00	0.00	242,201.00	254,311.05	267,026.60
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	438,694.00	150,000.00	588,694.00	618,128.70	649,035.14
Communications	5900	25,798.00	0.00	25,798.00	27,087.90	28,442.30
Total, Services and Other Operating Expenditures		934,653.83	180,000.00	1,114,653.83	1,170,386.52	1,228,905.85
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)</b>						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	85,000.00	0.00	85,000.00	89,250.00	93,712.50
Total, Capital Outlay		85,000.00	0.00	85,000.00	89,250.00	93,712.50
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		4,297,867.33	1,958,672.50	6,256,539.83	5,910,376.69	6,136,271.94
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		28,361.67	(107,368.30)	(79,006.63)	44,459.31	3,398.06

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(107,368.30)	107,368.30	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(107,368.30)	107,368.30	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(79,006.63)	0.00	(79,006.63)	44,459.31	3,398.06
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	2,261,999.25	0.00	2,261,999.25	2,182,992.62	2,227,451.93
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		2,261,999.25	0.00	2,261,999.25	2,182,992.62	2,227,451.93
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,182,992.62	0.00	2,182,992.62	2,227,451.93	2,230,850.00
Components of Ending Fund Balance						
a. Nonspendable						



**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: **Iftin Charter School**  
(name continued)

Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00		
Undesignated / Unappropriated Amount	9790	2,182,992.62	0.00	2,182,992.62	2,227,451.93	2,230,850.00

# Iftin Charter School



	NAME	2021-22 Estimated Actuals	2022-23 Preliminary Budget	VARIANCE
	TOTAL ENROLLMENT	404	425	21
	AVERAGE DAILY ATTENDANCE	376	396	19.7
REVENUE	State LCFF Revenue	\$ 3,931,249	\$ 4,254,840	\$ 323,591
	Federal Revenue	\$ 1,592,837	\$ 1,056,028	\$ (536,809)
	Other State Revenue	\$ 592,966	\$ 866,665	\$ 273,699
	Local Revenue	\$ 25,272	\$ -	\$ (25,272)
	<b>TOTAL REVENUE</b>	<b>\$ 6,142,324</b>	<b>\$ 6,177,533</b>	<b>\$ 35,209</b>
	EXPENSES	Certificated Salaries	\$ 1,576,262	\$ 1,718,575
Classified Salaries		\$ 1,703,381	\$ 1,420,092	\$ (283,289)
Benefits		\$ 1,014,787	\$ 1,170,341	\$ 155,554
<b>TOTAL PERSONNEL EXPENSES</b>		<b>\$ 4,294,429</b>	<b>\$ 4,309,008</b>	<b>\$ 14,579</b>
Books and Supplies		\$ 792,878	\$ 747,878	\$ (45,000)
Services and Other Operating Expenses		\$ 1,021,150	\$ 1,114,653	\$ 93,503
Capital Outlay		\$ 25,000	\$ 85,000	\$ 60,000
Other Outgoing		\$ -	\$ -	\$ -
<b>TOTAL OTHER EXPENSES</b>		<b>\$ 1,839,028</b>	<b>\$ 1,947,531</b>	<b>\$ 108,503</b>
<b>TOTAL EXPENSES</b>		<b>\$ 6,133,457</b>	<b>\$ 6,256,539</b>	<b>\$ 123,081</b>
FUND BALANCE	<b>SURPLUS\ (DEFICIT)</b>	<b>\$ 8,866</b>	<b>\$ (79,006)</b>	<b>\$ (87,873)</b>
	<i>% of LCFF Revenue</i>	<i>0.2%</i>	<i>-1.9%</i>	
	BEGINNING FUND BALANCE	\$ 2,253,133	\$ 2,261,999	
	<b>ENDING BALANCE</b>	<b>\$ 2,261,999</b>	<b>\$ 2,182,993</b>	
	<i>% of Expenses</i>	<i>36%</i>	<i>33%</i>	<i>0.0%</i>

# REVENUE INPUT

ACCT	ACCOUNT NAME	2021-22 Estimated Actuals	2022-23 Preliminary Budget	VARIANCE
<b>LCFF</b>				
8011	LCFF; state aid	1,218,519	1,390,653	172,134
8012	LCFF; EPA	75,286	79,220	3,934
8096	In-Lieu of Property Taxes	2,646,668	2,784,967	138,299
8019	Prior Year Income/Adjustments	(9,224)	-	9,224
<b>TOTAL LCFF REVENUE</b>		<b>\$ 3,931,249</b>	<b>\$ 4,254,840</b>	<b>\$ 323,591</b>
<b>FEDERAL</b>				
8181	Special Education - Federal	51,581	53,433	1,852
8220	Federal Child Nutrition	320,000	320,000	-
8290	All Other Federal Revenue	-	-	-
8290-3210	CARES ESSER I	-	-	-
8290-3212	CARES ESSER II	439,661	-	(439,661)
8290-3213	ESSER III	579,000	480,000	(99,000)
8291	Title I	142,379	142,379	-
8292	Title II	17,899	17,899	-
8293	Title III	31,918	31,918	-
8294	Title IV	10,399	10,399	-
<b>TOTAL FEDERAL REVENUE</b>		<b>\$ 1,592,837</b>	<b>\$ 1,056,028</b>	<b>\$ (536,809)</b>
<b>OTHER STATE</b>				
8520	State Child Nutrition Program	40,000	40,000	-
8550-K8	MANDATE BLOCK GRANT K-8	5,934	6,825	891
8560-12	RESTRICTED LOTTERY	24,468	25,747	1,279
8560-22	LOTTERY	61,358	64,564	3,206
8590-66	MENTAL HEALTH	7,920	7,920	-
8590-61	ASES	-	-	-
8590-7422	IPI	7,128	-	(7,128)
8590-7425	ELOG	90,000	100,000	10,000
8590-6266	Educator Effectiveness	96,632	-	(96,632)
8590-2600	ELOP	-	289,786	289,786
8590-6053	Universal PreK	-	58,711	58,711
8599	Prior Year State Income/Adjustments	-	-	-
8792	SPED State/Other Transfers of Apportionments from County	259,526	273,112	13,587
<b>TOTAL OTHER STATE REVENUE</b>		<b>\$ 592,966</b>	<b>\$ 866,665</b>	<b>\$ 273,699</b>
<b>LOCAL</b>				
8639	Student Lunch Revenue	-	-	-
8650	Rental Income	-	-	-
8660	Interest Income	7,460	-	(7,460)
8682	Foundation Grants/Donations	-	-	-
8685	School Site Fundraising	1,200	-	(1,200)
8688	Community Enhancement Program Grant	-	-	-
8698	E-rate Revenue	-	-	-
8699	All Other Local Revenue	14,106	-	(14,106)
8982	Foundation Grants/Donations	-	-	-
8983	All Other Local Revenue	2,506	-	(2,506)
<b>TOTAL LOCAL REVENUE</b>		<b>\$ 25,272</b>	<b>\$ -</b>	<b>\$ (25,272)</b>
<b>TOTAL REVENUE</b>		<b>\$ 6,142,324</b>	<b>\$ 6,177,533</b>	<b>\$ 35,209</b>

# EXPENSES INPUT

ACCT	ACCOUNT NAME	2021-22 Estimated Actuals	2022-23 Preliminary Budget	VARIANCE
<b>1000 - CERTIFICATED</b>				
1100	Teacher Salaries	1,232,828	1,417,423	184,595
1105	Teach Stipends	-	-	-
1120	Substitute Expense	-	-	-
1200	Certificated Pupil Support Salaries	85,000	45,000	(40,000)
1300	Certificated Supervisor and Administrator Salaries	258,434	256,152	(2,282)
1900	Other Certificated Salaries	-	-	-
Totals		\$ 1,576,262	\$ 1,718,575	\$ 142,313
<b>2000 - CLASSIFIED</b>				
2100	Instructional Aide Salaries	255,432	239,157	(16,276)
2200	Classified Support Salaries (Maintenance, Food)	100,000	53,032	(46,968)
2300	Classified Supervisor and Administrator Salaries	300,000	216,300	(83,700)
2400	Clerical, Technical and Office Staff Salaries	95,188	111,500	16,312
2900	Other Classified Salaries	952,760	800,103	(152,657)
Totals		\$ 1,703,381	\$ 1,420,092	\$ (283,289)
<b>3000 - BENEFITS</b>				
3101	State Teachers' Retirement System, certificated positions	272,625	327,102	54,476
3202	Public Employees Retirement System	287,314	360,277	72,963
3301	OASDI/Medicare Certificated, Unrestricted	17,009	-	(17,009)
3302	OASDI/Medicare Classified, SPED	92,059	-	(92,059)
3313	OASDI	81,223	88,046	6,822
3323	Medicare	(48,061)	45,424	93,484
3401	Health & Welfare Benefits Certificated	88,895	-	(88,895)
3402	Health & Welfare Benefits Classified	51,518	-	(51,518)
3403	Health & Welfare Benefits	77,288	238,500	161,212
3501	State Unemployment Insurance Certificated, Unrestricted	11,685	-	(11,685)
3502	State Unemployment Insurance Classified	21,508	-	(21,508)
3503	State Unemployment Insurance	1,723	32,676	30,953
3603	Worker Compensation Insurance	60,000	78,317	18,317
3703	Other Post Employment Benefits	-	-	-
3903	Other Employee Benefits	-	-	-
Totals		\$ 1,014,787	\$ 1,170,341	\$ 155,554
TOTAL PERSONEL EXPENSE		\$ 4,294,429	\$ 4,309,008	\$ 14,579
<b>4000 - BOOKS AND SUPPLIES</b>				
4100	Approved Textbooks and Core Curricula Materials	112,610	112,610	-
4200	Books and Other Reference Materials	40,000	40,000	-
4300	Materials and Supplies	105,000	60,000	(45,000)
4301	Positive Behavior Expenses	-	-	-
4315	Classroom Materials and Supplies	50,000	50,000	-
4342	Materials for School Sponsored Athletics	6,307	6,307	-
4381	Plant/Facilities Maintenance	8,065	8,065	-
4400	Noncapitalized Equipment	32,657	32,657	-
4407	Student Educational Software	-	-	-
4410	Software and Licensing	28,000	28,000	-
4430	Noncapitalized Student Equipment	44,289	44,289	-
4440	Student Events	5,950	5,950	-
4700	Food and Food Supplies	360,000	360,000	-
TOTAL BOOKS AND SUPPLIES		\$ 792,878	\$ 747,878	\$ (45,000)
<b>5000 - SERVICES AND OTHER OPEX</b>				
5200	Travel and Conferences	2,322	2,322	-
5210	Training and Development Expense	40,000	60,000	20,000
5300	Dues and Memberships	12,780	12,780	-
5400	Insurance	60,000	60,000	-
5500	Operation and Housekeeping Services	51,210	53,771	2,561
5501	Utilities	65,299	68,564	3,265
5505	Student Transportation and Field Trips	525	525	-
5600	Space Rental/Leases Expense	157,000	157,000	-
5601	Building Maintenance	55,000	60,000	5,000
5602	Other Space Rental	200	200	-
5605	Equipment Rental/Lease Expense	21,000	21,000	-
5610	Equipment Repair	4,001	4,001	-
5800	Professional/Consulting Services and Operating Expenditures	60,000	60,000	-
5803	Banking and Payroll Service Fees	22,000	22,000	-
5805	Legal Services and Audit	45,000	45,000	-
5806	Audit Services	12,945	12,945	-
5807	Legal Settlements	40,000	40,000	-
5809	Employee Tuition Reimbursement	-	-	-
5810	Educational Consultants	130,000	205,000	75,000
5811	Student Transportation	1,078	1,078	-
5812	Other Student Activities	1,950	1,950	-
5815	Advertising/Recruiting	10,000	10,000	-
5820	Fundraising Expense	67	67	-
5830	Field Trips	47,000	26,440	(20,560)
5836	Transportation Services	26,595	26,595	-
5842	Services Student Athletics	-	-	-
5873	Financial Services	80,000	85,000	5,000
5874	Personnel Services	5,261	5,261	-
5875	District Oversight Fee	39,311	42,548	3,237
5877	IT Services	3,508	3,508	-
5890	Interest Expenses/Fees	1,302	1,302	-
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	25,796	25,796	-
5999	Credit Card	-	-	-
TOTAL SERVICES AND OTHER OPEX		\$ 1,021,150	\$ 1,114,653	\$ 93,503
<b>6000 - CAPITAL OUTLAY</b>				
6900	Depreciation Expense	25,000	85,000	60,000
TOTAL DEPRECIATION		\$ 25,000	\$ 85,000	\$ 60,000
<b>7000 - OTHER OUTGOING</b>				
7438	Debt Service Interest	-	-	-
TOTAL OTHER OUTGOING		\$ -	\$ -	\$ -
TOTAL EXPENSES		\$ 6,133,457	\$ 6,256,539	\$ 123,081

2021-22 and 2022-23 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 FY 2022-23 in the amount of

approximately \$79,220 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 IFTIN Charter School.

In 2021-22, the school received approximately \$75,286 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.

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

**RECOMMENDATION:** Approve application for the 2022-23 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, in June, each local educational agency (LEA) submits Part I of 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. A 2022-23 ConApp is not yet available for completion. Therefore, the action on this document is being taken as a preemptive measure to apply for those funds.

Part II of the application is submitted in the fall of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

**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 III. Immigrant Student Program**

Funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.

**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.

# 2022-23 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Iftin Charter School
<b>CDS Code:</b>	37 10371 0108548
<b>LEA Contact Information:</b>	Name: Maslah Yussuf Position: CEO Email: Yussuf@iftincharter.net Phone: (619) 265-2411
<b>Coming School Year:</b>	2022-23
<b>Current School Year:</b>	2021-22

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$4,254,840
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$762,743
<b>All Other State Funds</b>	\$866,665
<b>All Local Funds</b>	\$0
<b>All federal funds</b>	\$1,056,028
<b>Total Projected Revenue</b>	\$6,177,533

<b>Total Budgeted Expenditures for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$6,256,539
<b>Total Budgeted Expenditures in the LCAP</b>	\$5,960,190.00
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$680,550
<b>Expenditures not in the LCAP</b>	\$296,349

<b>Expenditures for High Needs Students in the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$134,328
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$645,864

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	To account for oversight fees, legal, financial, lease, and all other miscellaneous expenses.
<b>The amount budgeted to increase or improve services for high needs students in the 2022-23 LCAP is less than the projected revenue of LCFF</b>	Classroom aides and assistant, materials and supplies, computers and technology access, are key expenses that are directed to assist and improve services for high need students. The way the expenditures



<b>supplemental and concentration grants for 2022-23. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</b>	template is structured, we could not separate Goals and Actions that have overlap between general and contributing.
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2021-22 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2021-22.</b>	There is no impact to the actuals being less than the budgeted as expenses cost slightly less than budgeted.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Iftin Charter School

CDS Code: 37 10371 0108548

School Year: 2022-23

LEA contact information:

Maslah Yussuf

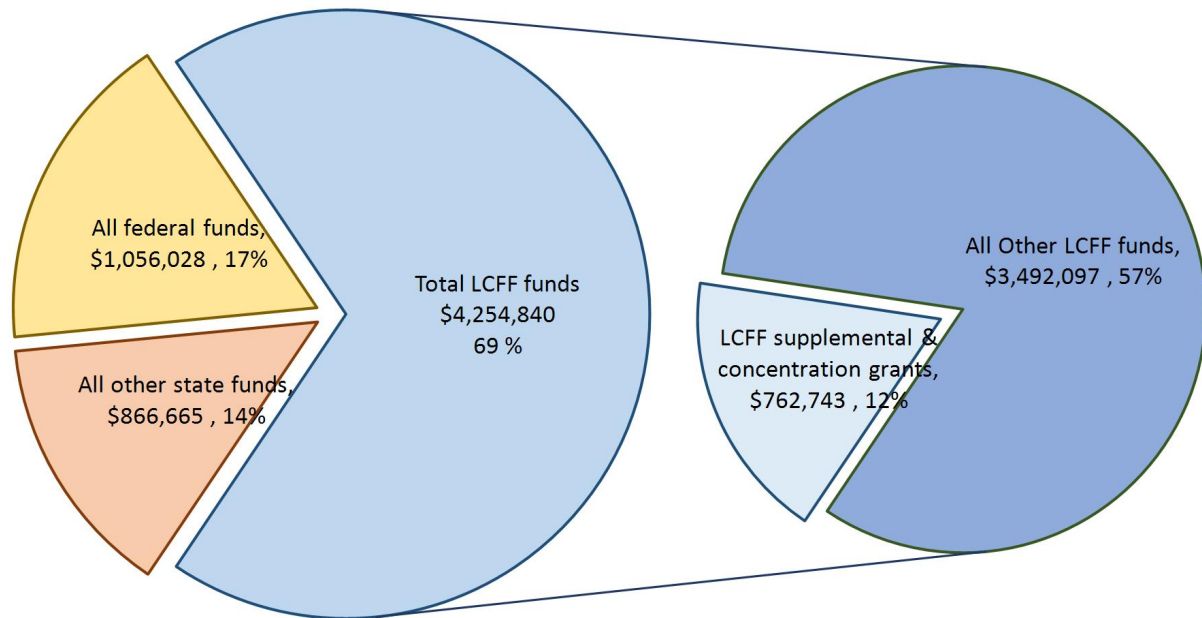
Yussuf@iftincharter.net

(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 2022-23 School Year

### Projected Revenue by Fund Source



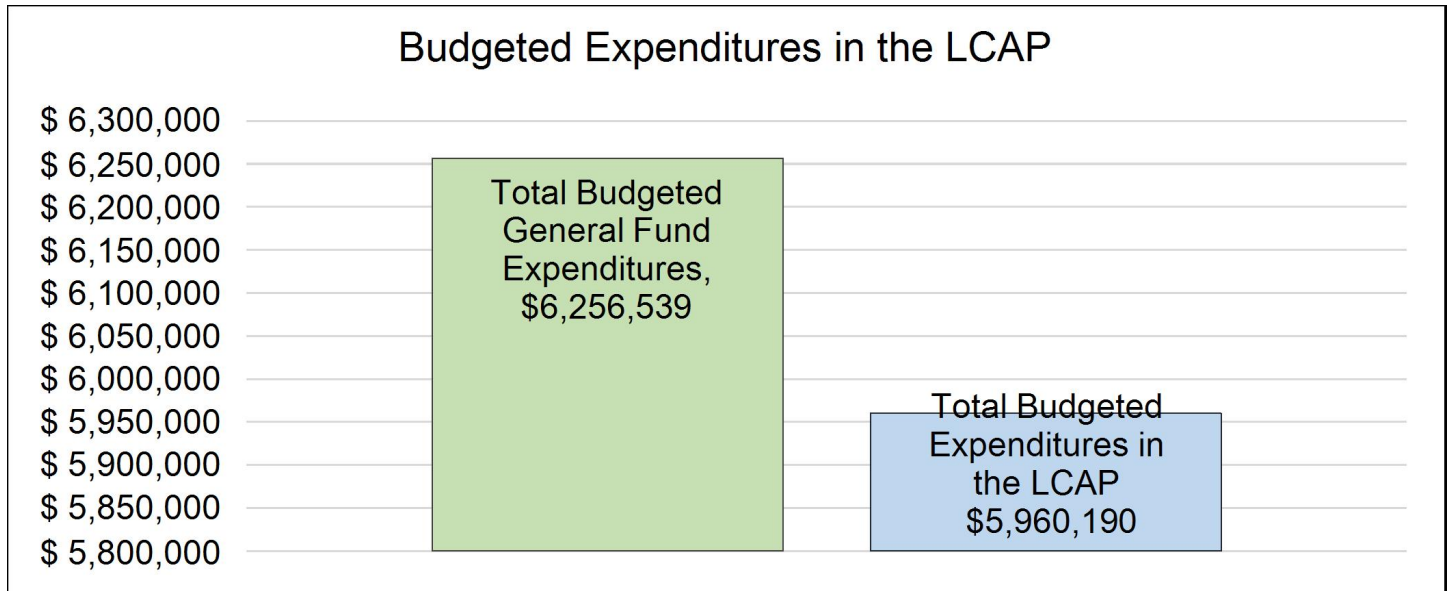
This chart shows the total general purpose revenue Iftin Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Iftin Charter School is \$6,177,533, of which \$4,254,840 is Local Control Funding Formula (LCFF), \$866,665 is other state funds, \$0 is local funds, and \$1,056,028 is federal funds. Of the \$4,254,840 in LCFF Funds, \$762,743 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 2022-23. 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 \$6,256,539 for the 2022-23 school year. Of that amount, \$5,960,190.00 is tied to actions/services in the LCAP and \$296,349 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

To account for oversight fees, legal, financial, lease, and all other miscellaneous expenses.

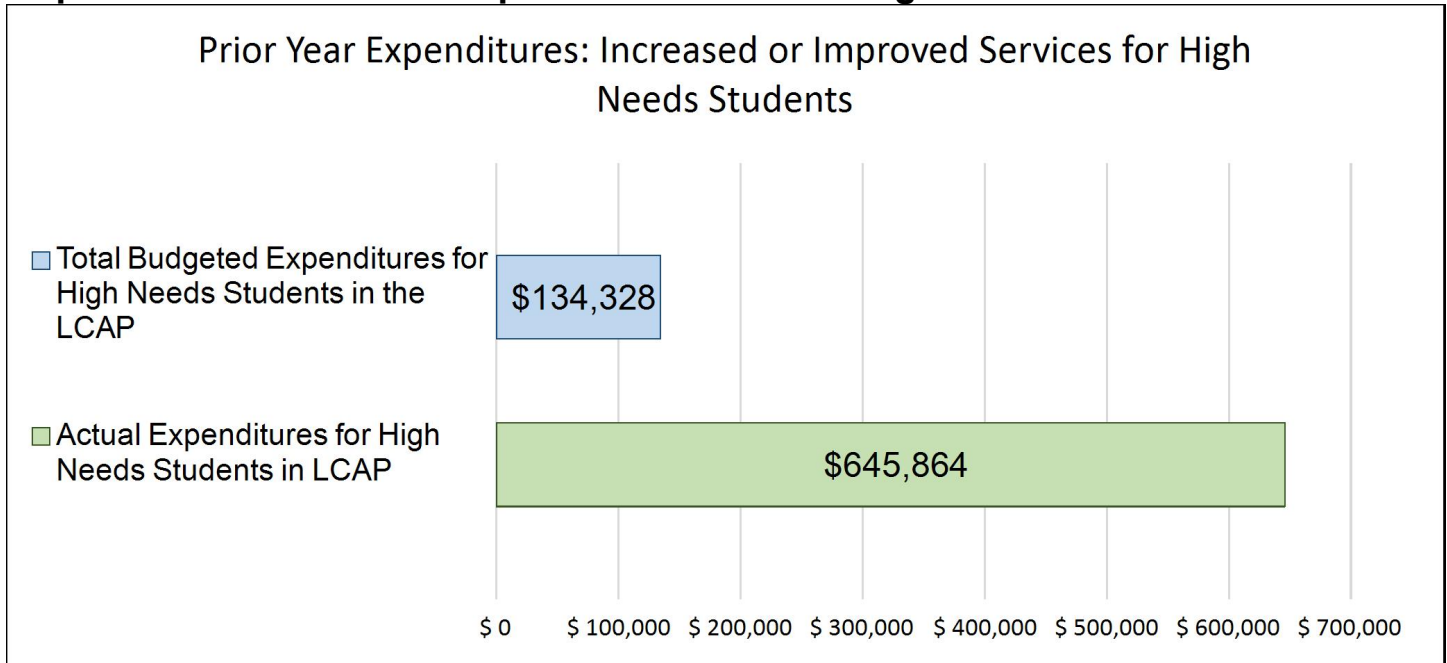
## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Iftin Charter School is projecting it will receive \$762,743 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 \$680,550 towards meeting this requirement, as described in the LCAP.

Classroom aides and assistant, materials and supplies, computers and technology access, are key expenses that are directed to assist and improve services for high need students. The way the expenditures template is structured, we could not separate Goals and Actions that have overlap between general and contributing.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021-22



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 2021-22, Iftin Charter School's LCAP budgeted \$134,328 for planned actions to increase or improve services for high needs students. Iftin Charter School actually spent \$645,864 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$511,536 had the following impact on Iftin Charter School's ability to increase or improve services for high needs students:

There is no impact to the actuals being less than the budgeted as expenses cost slightly less than budgeted.



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Iftin Charter School

CDS Code: 37 10371 0108548

School Year: 2022-23

LEA contact information:

Maslah Yussuf

CEO

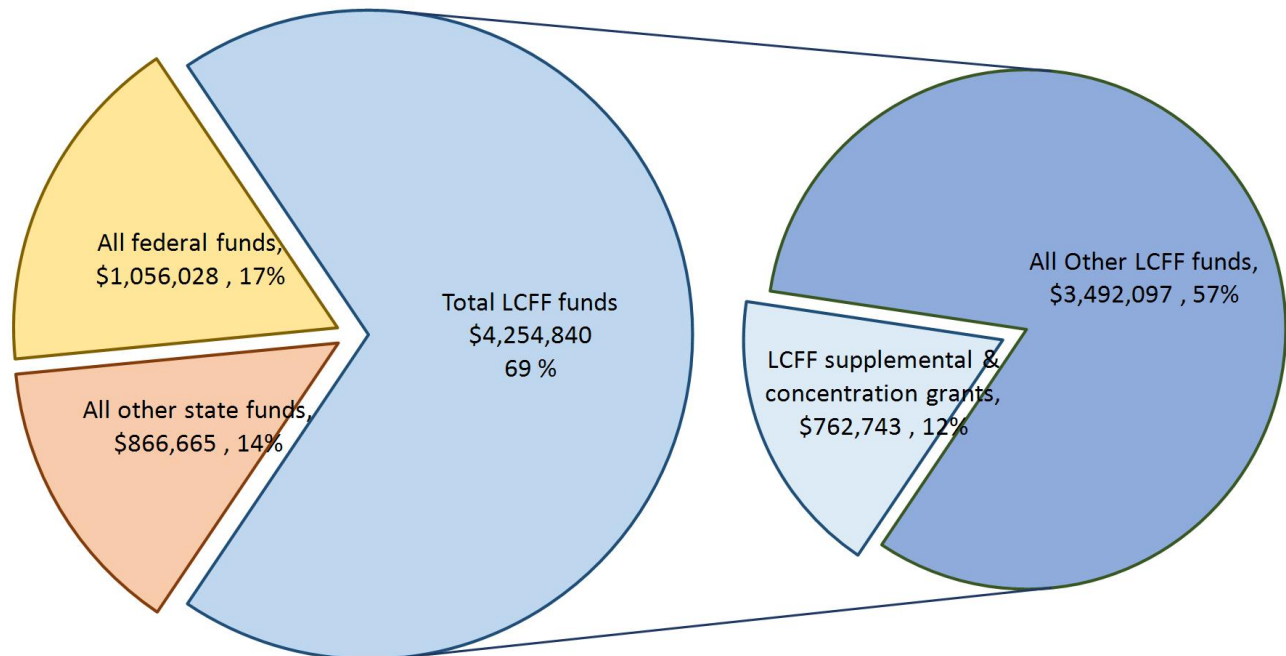
Yussuf@iftincharter.net

(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 2022-23 School Year

#### Projected Revenue by Fund Source

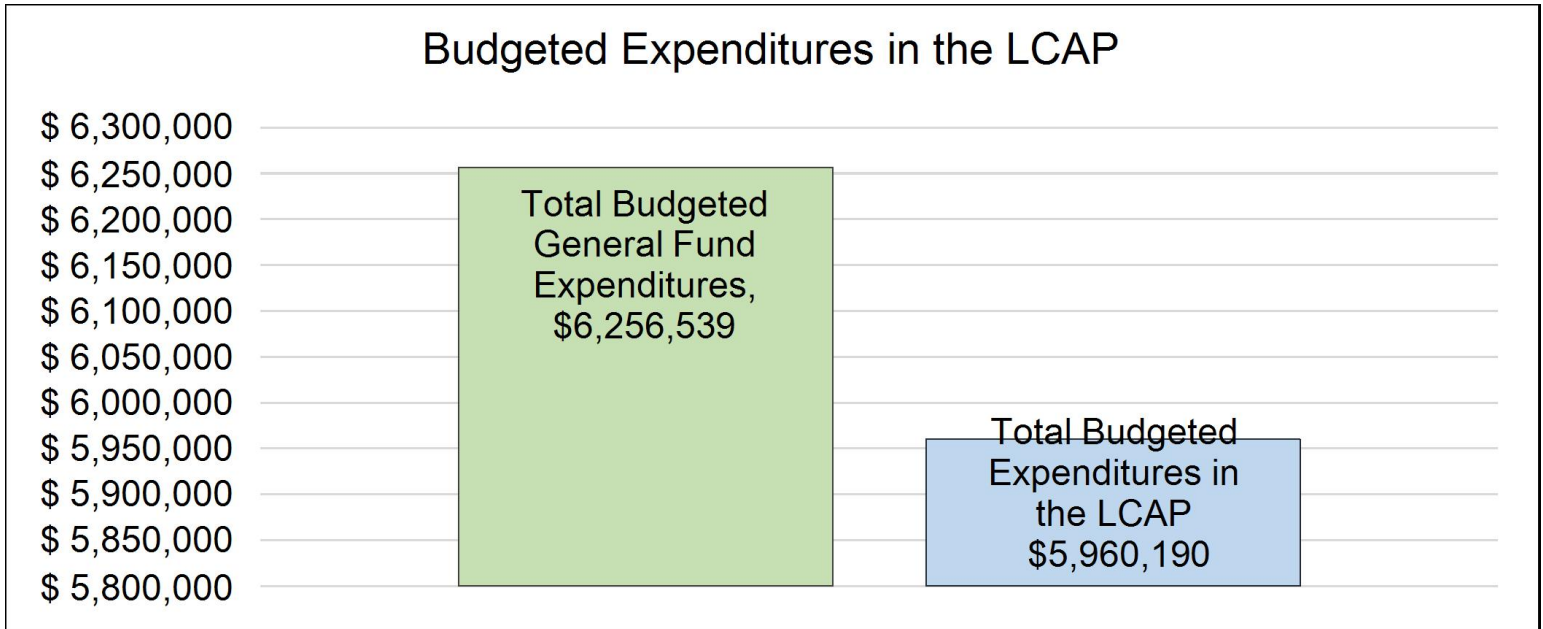


This chart shows the total general purpose revenue Iftin Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Iftin Charter School is \$6,177,533, of which \$4,254,840 is Local Control Funding Formula (LCFF), \$866,665 is other state funds, \$0 is local funds, and \$1,056,028 is federal funds. Of the \$4,254,840 in LCFF Funds, \$762,743 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 2022-23. 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 \$6,256,539 for the 2022-23 school year. Of that amount, \$5,960,190.00 is tied to actions/services in the LCAP and \$296,349 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

To account for oversight fees, legal, financial, lease, and all other miscellaneous expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

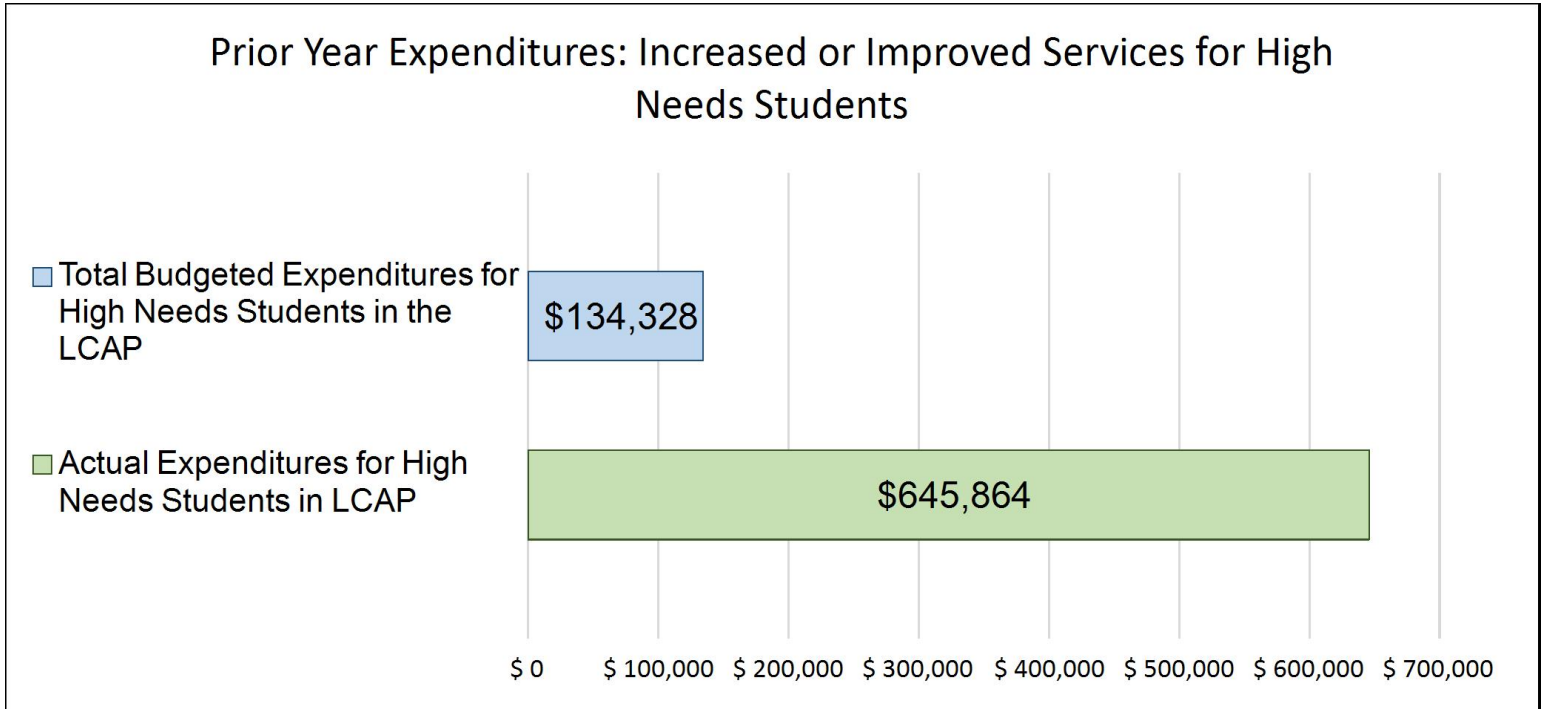
In 2022-23, Iftin Charter School is projecting it will receive \$762,743 based on the enrollment of foster youth, English learner, and low-income students. Iftin Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Iftin Charter School plans to spend \$680,550 towards meeting this requirement, as described in the LCAP.

Classroom aides and assistant, materials and supplies, computers and technology access, are key expenses that are directed to assist and improve services for high need students. The way the expenditures template is structured, we could not separate Goals and Actions that have overlap between general and contributing.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021-22



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 2021-22, Iftin Charter School's LCAP budgeted \$134,328 for planned actions to increase or improve services for high needs students. Iftin Charter School actually spent \$645,864 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$511,536 had the following impact on Iftin Charter School's ability to increase or improve services for high needs students:

There is no impact to the actuals being less than the budgeted as expenses cost slightly less than budgeted.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

ICS increased efforts to engage our partners in several ways during the 2021-2022 school year. ICS held bi-weekly staff meetings that included Administration, Teacher, and Staff. Each month we hold parent meeting, department committee meetings, and SSC/ELAC meetings that included students, administration, community partners, classified staff, certificated staff, parents and guardians. On October 22, 2022, we had our LCAP community engagement meeting that involved board members, local community-based organizations and partners, parents, students, school staff, and administration to review LCAP goals one, two and three. These efforts were improved through the LCAP development process. Iftin will continue to engage educational partners regarding the additional state funds that will be spent in the 2021-22 school year (the Cost-Of-Living-Adjustment, the 15% increase to concentration funds, the ARP Homeless Children and Youth Fund, and additional Special Education funds). ICS will collect surveys from partners and the feedback will help to inform our decisions.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

ICS has an enrollment of unduplicated pupil; 89% student are economically disadvantaged. 70% of students are English Learners. We will use

the concentration grant add-on funding to hire additional teacher, substitutes and instructional aide staff to provide direct services to students, through instruction and supervision. The increased staffing plans will help to alleviate the staffing shortage and provide more coverage. ICS will continue to support direct instruction and the social emotional well being of all students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

ICS acquires regular feedback from educational partners. Through community forums and surveys are what guides the recommendations and decisions. We surveyed families in May 2021, August 2021 and October 2021. The group discussions were meaningful in discussing the impact of the pandemic, distance learning, social emotional needs and academics. More importantly, we ensured the safe return to in-person instruction. Overall feedback gathered helped to inform the use of federal funds.

We worked collaboratively to mitigate the student learning loss and increased access to mental health services, through our school psychologist and counselors.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

ICS prioritizes the safety and well-being for all. ICS ensures the continuity of services by ARP action 2021.

#### Successes

We increased our Certificated and Classified staffing needs to ensure ESSER III expenditure plans are met. ICS has developed an ongoing of professional development focused on strategies to engage students and provide additional support. Additionally, ICS offers academic intervention opportunities for all students during school and after school while addressing the social-emotional supports.

#### Challenge

Regularly monitoring of County Health guidelines. Implementation requirements are changing, so continuing to update school safety plan for students and staff. Ensuring our community is educated of new requirements.

Staff shortages made it difficult to cover vacant positions and maintaining the continuity of the classroom. Due to the increase of COVID-19 variant, there is a decrease in student attendance.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

ICS LCAP is the living document that addresses state priorities, goals and actions to improve student outcomes. The additional funds received supports the goals of our LCAP;

Goal 1: Student Outcomes: Ongoing Professional Development

Goal 2: Engagement: Integration of Social-Emotional learning/ Expand parent/guardian involvement

Goal 3: Conditions of Learning: Access to effective curriculum. Safe conducive to learning

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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](mailto:lcff@cde.ca.gov).*

## **Introduction**

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021





## Local Control 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 [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Iftin Charter School (ICS) is a beacon of hope for families, especially the new arrivals to this country who speak little or no English. ICS provides a rigorous research-based curriculum preparing our children for the 21st century. We believe that all students can succeed with the appropriate support and resources. We provide the right people with the right vision, resources, policies and procedures, and educational program and ensure all student needs are met in a safe, culturally supportive environment.

ICS serves grades TK through 8th on a site owned by San Diego Unified School District (“District”) located at 5465 El Cajon Blvd., San Diego, California. The school falls within the attendance boundaries of “Jackson” Elementary School within the area known as City Heights. Iftin Charter School attracts students from a wide range of both the city of San Diego and the wider county. Approximately 90% of Iftin’s students reside in the communities of City Heights and the area immediately surrounding the school.

Iftin remains passionate and committed to its mission to educate and enlighten through academic rigor, cultural literacy, and compassion. The vision and mission for ICS has evolved to meet the ever-changing needs of the student populations served. Many challenges have been experienced when trying to adequately meet the educational needs of this increasingly diverse school population, new performance standards, lower academic readiness of entering students, increased competition for scarce financial resources, and increased personnel and operating costs. In spite of many challenges and changes, school leadership and stakeholders remain dedicated to meeting the academic, social-emotional, and physical needs of all ICS students.



Our school days begins on the playground with the entire learning community participating in the morning pledge, affirmations from a designated core value based upon the IFTIN WAY, a recital of the Iftin Pledge and Code of Conduct, and announcements. Upon entry you are greeted by our diverse staff in either Somali, Spanish, or English and sometimes all three, under the Iftin Charter Pledge which is prominently displayed, and is also visible in each classroom and learning space. Making your way through Iftin classrooms you will be greeted by positive, welcoming students eager to share all of the engaging activities happening in class. Students emit a true sense of pride in their work, their class, and their school. As you progress from room to room and onto the playground, you will witness the focus on positive behaviors, positive self-esteem and a philosophy focused on enlightenment and achievement via colorful posters, printed inspirational quotes, and student work displayed on the walls and in the halls. Students and teachers engage in academic discourse or work on solving a problem. Students engage in collaborative conversations around interactive lessons while participating in a restorative circle or working to resolve social issues. You will see students working on a class project, solving complex math problems, or working on a genius hour project; in groups, with partners, with their teacher or independently. Physical education activities are continuous and visible on the Iftin campus. Students in Transitional Kindergarten through 8th grade are being led in “Be Utmost” workouts on our playground or in the PE classroom. Depending on the day, you may see students participating in a PBIS activity they have earned or witness students participating in a lesson being held outside their classroom. You will feel the support and positivity that fills all corners of the school from the joyful voices to their proud and poised presence. You will leave, sensing the passion and drive from all of the adults and community members who begin and end each day with every child, every day in this school culture that is quiet and safe yet all encompassing.

**OUR VISION :** Provide all students with personalized, challenging, academic programs, which develop 21st Century skills necessary to become active and effective global citizens via a caring, interactive, project-based learning environment that emphasizes culture, character, compassion, and personal values.

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

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Iftin charter school serves 268 English learners. We utilize an assessment based on ELPAC to determine each student's level of proficiency communicating in English. In 2018-19 school year, 61.9% of Iftin's English learners advanced to a higher level of English proficiency. In general, English learners at Iftin outperform English learners statewide on the state's assessment of English proficiency. For example, 16.4% of English learners in California scored at level 4 (well-developed) on the ELPAC assessment, whereas 24.7% of English learners at Iftin performed at level 4. Iftin charter school also increased 6-points average gain in overall mathematics in 2018-19 school year according to

California dashboard. During the 2019-20 school year, the average daily attendance at Iftin charter school was 97.2% whereas in the 2018-19 school year, the average daily attendance was 95.1%. There is a significant increase of 1.9% of average daily attendance. This is a great success as attendance matters. Research abundantly shows that if students show up, their academic, socio-emotional and overall school work is negatively impacted. In terms of students discipline, Iftin maintains a low rate of suspension and ensures better school attendance. For example, during 2018-19 school year, no students were suspended. Iftin's sixth-grade students outperformed California's sixth grade students in mathematics. For example, whereas 38.52% of California's sixth-grade performed at the proficient or advanced level in mathematics, 56.76% of Iftin's sixth-grade students performed at the proficient or advanced level in mathematics. This remarkable success is a positive indication of the potential of Iftin charter school.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on California Assessment of Student Progress and Performance (CAASPP) or smarter balanced summative assessment of 2018-19 school year, the percentage of Iftin charter school students who performed at the proficient or advanced level in English language arts and mathematics are substantial below the state-wide percentage at most grade levels. For example, 28.57% of Iftin students performed at or above the proficient level in English language arts compared to 51.1% of overall California state students. Likewise, 30.8% of Iftin students performed at or above the proficient level in mathematics whereas 39.9 % of overall California state students performed at or above proficient level. This is an indication to Iftin that there is a significant need to review our curriculum and instruction in the areas of ELA and Math.

To begin addressing these areas of need Iftin has hired a full time Reading Specialist that will review our current literacy program and identify areas of deficiencies and develop a plan to address those identified deficiencies. Iftin's Instructional Leader is also heavily involved in teacher PLC meetings to address the shortfalls in instruction. In collaboration with teachers we are developing: pacing guides with emphasis being placed on priority standards, standards aligned lessons, and frequent checks for understanding that is used to guide instruction. Finally, Iftin hired additional Instructional Aides, to ensure there is 1 to 1 instructional support in all K-3 classes and intermittent instructional support in grades 4-8. The Instructional Aides also work with school leadership and teachers to provide additional tutoring sessions after school, during half-days, as well as during the summer school session. Iftin will host a Summer Academy in the summer of 2020 and subsequent summers to mitigate the learning loss due to the pandemic and to lessen the learning loss experienced during the summer months.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Iftin Charter School's LCAP was developed utilizing the feedback we received from our stakeholders. The LCAP was developed with three focus areas in mind: 1) Student Academic Achievement 2) Student and Parent Engagement and 3) Providing a safe and culturally responsive and sound learning community for all students. One key feature to highlight is the steps we are taking to place an emphasis on the importance of student data. The development of a data room will house school-wide data in a space that is visible to leadership, teacher and

eventually parents. The more we engage in discussions about current student data, the more informed we are when we develop lesson plans, intervention plans, and differentiation needs. Another key component of Iftin's LCAP is the hiring of highly qualified staff and the level of support we will provide to our staff. Iftin is focused on hiring the right person that is dedicated to supporting our student's academic success. We are also focused on ensuring our staff has the training, tools and support needed to be successful.

In order to monitor the effectiveness of the data-driven decision making about our educational programs and the impact of our trainings and support of staff, we will do the following: 1) CAASSP data results will be used to monitor programs and drive changes in instructional practice; 2) Classroom teachers will regularly assess students' mastery of North Star standards by informal observations, examining student work, and use theme tests and end-of-unit assessments as benchmarks. Reteaching will occur regularly as needed; 3) Iftin will also use Diagnostic Reading Assessments (DRA) to determine students' reading levels; 4) The school's instructional leader will conduct regular classroom walkthrough to informally and formally assess the instructional program and provide feedback to the classroom teachers.

Iftin's leadership team will support, train, supervise, and evaluate teachers in their implementation of the standard-based core subject programs. The teachers will incorporate Balanced Literacy Framework based on The Gradual Release of Responsibility from Vygotsky's Research to address the students' needs in the areas of reading and writing. This Literacy Framework provides powerful approaches and strategies to teaching reading and writing which are research-based and clearly aligned to State Board of Education Standards. By implementing these research-based approaches, teachers will be engaged in ongoing improvement of their practice as well as addressing North star standards.

## **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.

Not applicable to Iftin Charter School.

### ***Support for Identified Schools***

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

Not applicable to Iftin Charter School.

### ***Monitoring and Evaluating Effectiveness***

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

Not applicable to Iftin Charter School.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Iftin values the feedback of all our stakeholders and is consistently enlisting the input from our students, parents, teachers, staff and board members to ensure the success of our educational program.

**Parent/Students/Community Engagement:** Iftin hosts monthly parent meetings to update parents on school process and procedures, safety guidelines, academic plans as well as current state of the school year. Parents have an opportunity at each meeting to have their voice heard. Our Parent Liaison also acts as the voice for parents on a regular basis as all parents have his contact number and communicate with him on a regular basis. Beginning early December 2020 thru the end of February 2021, parents, students in grades 5-8, and community members had the opportunity to participate in the LCAP Survey to provide their input on student outcomes, engagement, and conditions of learning. Our parent liaison also translated and created a video on how to complete the survey in Somali and our Outreach Coordinator did the same for our Hispanic families. Iftin communicated the survey to families through their classes, in parent meetings, through a link sent via What's App, a mass call out to parents, as well as a link posted on our school website. Parents, students and the community will have the opportunity to review the draft LCAP by the end of April 2021 at a public board meeting and will have 2 weeks to provide feedback through a survey, parent meeting and by contacting the parent liaison or school leadership.

**School Site Council Engagement:** Iftin has held four SSC meetings this year to discuss the educational plans of the school as well as to review the LCAP and LCFF funding. Beginning early December 2020 thru the end of February 2021, members of the SSC had the opportunity to participate in the LCAP Survey to provide their input on student outcomes, engagement, and conditions of learning. Iftin communicated the survey to all stakeholders through emails, mass phone calls, and posting the survey to our school website. Our SSC will meet in April 2021 to review the draft LCAP and provide feedback on changes or updates they'd like to see. They will meet again at the end of May to approve the final draft of the LCAP.

**Iftin School Board of Directors:** Iftin has held monthly board meetings to update the board on operations, instruction, and school needs. The Iftin School Board of Directors were also given the opportunity to participate in the LCAP survey. The Iftin Board of Directors will be presented with a Draft of the LCAP during the April board meeting. The LCAP development team will illicit feedback, make any recommended changes and present a final draft by the end of May 2021.

**Staff Engagement:** Iftin has monthly staff meetings to provide updates to teachers and staff as well as discuss the school's policies and procedures. All staff members were asked to participate in the LCAP survey that was completed anonymously. The survey was shared with staff bi-weekly through email and our staff meeting. Staff also had access to the survey through our school website.

A summary of the feedback provided by specific educational partners.

The LCAP survey garnered 123 responses; 48 students responded, 37 parents responded, 2 board members responded, 5 community members responded, and 22 staff members responded. Here are the top areas of focus from each stakeholder group gathered from the survey conducted between December 2021 - February 2022.

School Board of Directors felt these were the top area of concern: Teacher Recruitment, selection and support, Technology (wiring and internet), Secure Drop Off and Pick Up area, Partner with parents and engage families, Ongoing maintenance of school facility with the need for a remodel or renovations

Staff felt these were the top area of concern: Teacher Recruitment, selection and support, Technology (wiring and internet), Access to teaching materials and textbooks, Secure Drop Off and Pick Up area, Increase parent engagement and offer educational opportunities for parents, Ongoing maintenance of school facility with the need for a remodel or renovations, Address attendance, especially chronic absenteeism, Discipline process and procedure needs to be updated and consistently implemented, Interventions and Enrichment opportunities

Parents felt these were the top area of concern: Teacher Recruitment, selection and support, Technology (wiring and internet), Access to teaching materials and textbooks, Clean school , Student achievement, Enrichment and intervention opportunities before, during and after school, Volunteer opportunities, Parent workshops or educational opportunities, Sports or extracurricular activities

Students felt these were the top area of concern: Teacher Recruitment, selection and support, Technology (wiring and internet), Access to teaching materials and textbooks, Ongoing maintenance of school facility with hopes of a grassy area, Incentives for academics, behavior and attendance, Parent engagement, Increase student voice, Engaging instruction, Sports or extracurricular activities

Community members felt these were the top area of concern: Teacher Recruitment, selection and support, Technology (wiring and internet), Access to teaching materials and textbooks, Ongoing maintenance of school facility with hopes of a grassy area  
Parent engagement and educational opportunities, Increase student voice, Enrichment and intervention opportunities for students

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The entirety of the LCAP was influenced by our stakeholder input. Our actions in each goal was specifically developed to address the overarching focus on Teacher Recruitment, selection and support, Parent Engagements, and improving student achievement through the development of incentives and addressing technology concerns. More specifically the following actions were developed to address stakeholder feedback.

Goal 1, Action # 3, 5, 6 and 7

Goal 2, Action # 1, 2, 3, 4, 5, and 6

Goal 3, Action # 1, 3, 4, and 5

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# Goals and Actions

## Goal

Goal #	Description
1	Student Outcomes: Iftin Charter School will develop an infrastructure for the collection and analysis of multiple forms of data at the student, classroom, and school-wide level. These data will be used to: monitor student progress and identify student need; make instructional decisions; guide professional learning; and inform program development and monitor the effectiveness of program implementation.

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 utilizing authentic real time data. This will help to identify students for academic and/or social-emotional support, interventions, and monitor student progress on an ongoing basis.

State Priorities:

- 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)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8	-54.7	No Data Available			Increase 5 points or greater above standard (Distance from Standard)
Annual Growth on CAASPP Math	-62.5	No Data Available			Increase 5 points or greater above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
distance from Level (DFL) 3 Scale Scores: Grades 3-8					standard (Distance from Standard)
All students will demonstrate an average growth of 25 points in school-wide Benchmark in both ELA and Math by the end of the year.	Avg. 9.25 points ELA Avg. 12.25 points. Math	DnA Assessment tool used. Percentages Met/Exceeded: Kinder ELA:21% Math:34% 1st Gr. ELA:5% Math: 27% 2nd Gr. ELA:7% Math: 50% 3rd Gr. ELA:5% Math: 21% 4th Gr. ELA:0% Math: 0% 5th Gr. ELA: 6% Math: 3% 6th Gr. ELA: 3% Math: 0% 7th Gr. ELA: 0% Math: 0% 8th Gr. ELA: 0% Math: 3%			Avg. 25 points growth ELA Avg. 30 points growth Math
Increase ELL students will make progress towards English proficiency. A progression of 5% in both each year.	49.7% making progress towards English language proficiency	No Data Available			65% of ELL students will make progress towards English language proficiency.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain an average daily attendance rate of >96% yearly.	96% ADA	94% ADA			97% ADA
Chronic Absence	10.7%	TBD			6% or less.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development, Assessment, and Data	<p>ICS will administer school-wide benchmark assessment three times a school year to assess student mastery of the Common Core State Standards. Classroom teachers will utilize data to guide instruction, planning and utilization of additional support systems or programs.</p> <p>Iftin will dedicate a room for student academic data display, data analysis, data driven planning, and professional development focused on all students, Special Education students, and general education students. The data room will be accessible to all stakeholders to create transparency and develop the partnership between home and school.</p>	\$36,715.00	No
1.2	Professional Development, Assessment, and Data	<p>Professional learning communities (PLC), vertical planning meetings, and instructional support staff will meet regularly to analyze student data and make informed decisions about the instructional needs of each student. The Curriculum and Instruction Committee with representation across all grade spans and programs will continue to provide regular input on Professional Learning topics. Responsibilities will include developing the necessary work groups to make curriculum recommendations and professional learning activities that support ICS in meeting its objectives for student learning; monitor the functions of the work groups; develop a plan for professional learning based on the needs of students and staff.</p>	\$87,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Academic and Instructional Support	Improved instructional practices that include consistent use of GLAD strategies, small group instruction, and the effective integration of technology tools. The Curriculum and Instruction Committee will lead efforts to apply the selected instructional framework to ensure continuous improvement. Iftin will hire a Reading Specialist and Math resource teacher that will collaborate with stakeholders to support students and staff. Students will receive individualized interventions and enrichment opportunities on a daily basis.	\$344,000.00	No
1.4	Academic and Instructional Support	Classroom teachers will differentiate instruction for English Learners by utilizing English Language Development instructional strategies, curriculum, and by 2024, 65% of our English Language Learners will show growth in their English Language Development and proficiency.	\$140,000.00	Yes
1.5	Attendance and Instructional Support	ICS will develop attendance goals and incentives for all students, individual students, classes and grade levels so that we maintain an average daily attendance rate of 96% or greater each year.	\$6,500.00	No

## Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**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.**

# Goals and Actions

## Goal

Goal #	Description
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.

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 utilizing authentic real time data.

State Priorities:  
 Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parental Training and workshops each month.	0	6 Parent Meeting 4 Workshops			Monthly workshop/training sessions for Parents
% of parents and students will be satisfied and comfortable with the utilization of technology resources,	0	100% satisfied (Survey feedback)			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
tools, communication and access.					
% of students and parents have access to computers and internet at home and can access online communications, resources, and tools.	0	100% Access to computer and internet			100%
% of students that will have access to standards-aligned instructional materials: school-wide activities.	100%	100% access to CCSS resources.			100%
% of teachers that will implement state standards for all students including EL access to CCSS & ELD.	100%	100% implementation CCSS and ELD.			100%
% of teachers who are appropriately credentialed and assigned.	100%	100% Credentialed.			100%
Increase percentage of EL who advance at least 1 Proficiency Level as measured by ELPAC	0	Data not available			50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase English Learner reclassification rate:	13%	15% Reclassified.			25%

## 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"> <li>• The parent/teachers conferences</li> <li>• School Site Council (SSC)</li> <li>• English Learner Advisory Committee (ELAC)</li> <li>• Local control funding formula (LCFF)</li> <li>• Local Control and Accountability Plan (LCAP)</li> <li>• school calendar Development</li> <li>• Volunteer Program</li> </ul> <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>	\$79,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Parental Engagement	<p>ICS will develop a parent resource room where parents will receive additional support, participate in educational opportunities, and utilize our technology and programs to learn English.</p> <p>Parental workshops will equip families with the necessary skills and resources to help their children, positive parenting, literacy workshops and understanding of special education.</p>	\$21,400.00	No
2.3	Academic Intervention	<p>ICS will provide intervention support through before-and-after school tutoring for students identified as low-performing and offer a variety of learning supports including differentiated instruction and interventions for all students as needed.</p> <p>Interventionist will be assigned to implement the following Intervention Programs:</p> <p>ELD: Push-in supports</p> <p>Reading: Push-in Guided Reading K-5 as needed for teacher support; Pullout Reading Intervention groups in grades 4-8</p> <p>Mathematics: Push-in grades 3-8</p> <p>Enrichment and extracurricular opportunities will be used before, during and after school for all students.</p> <p>The Instructional Leader and Intervention Team will meet monthly to review data and monitor program effectiveness based on student responses to instruction and intervention.</p>	\$96,825.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Community Outreach	<p>ICS will host community events for the school community. ICS will conduct parent surveys and needs assessments to determine events and workshops most desired by parents. ICS will continue to employ personnel bilingual in Somali-English and Spanish-English to ensure open lines of communication. Responsibilities includes;</p> <ul style="list-style-type: none"> <li>• Outreach - scheduling, coordinating, and facilitating parent meetings</li> <li>• Interpreting for IEP and SST meetings</li> <li>• Translating school documents and correspondence to Somali, Spanish and Arabic</li> <li>• Recruit students for enrollment</li> <li>• Distribute educational materials to community</li> <li>• Assist families in finding services and supports</li> </ul> <p>The Parent Liaison, bilingual in Somali-English, will serve on the SSC committee. Information will be disseminated to parent in multiple methods;</p> <ul style="list-style-type: none"> <li>• SchoolMessenger App:</li> <li>• English/Somali/Spanish translations</li> <li>• Informational flyers will be sent home</li> <li>• Phone Dialers/Text Messages</li> <li>• Meeting Agendas</li> <li>• Face to face conversations</li> </ul>	\$68,000.00	No

## Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.



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.

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An explanation of how effective the specific actions were in making progress toward the goal.

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

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**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.**

# Goals and Actions

## Goal

Goal #	Description
3	<p>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.</p> <p>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.).</p> <p>Maintain clean, safe, and appealing facilities conducive to learning.</p>

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 utilizing authentic real time data. Parent engagement and participation includes strategies parents can use at home to support their child academically and social-emotionally.

State Priorities:

- \*Priority 2: State Standards (Conditions of Learning)
- \*Priority 3: Parental Involvement (Engagement)
- \*Priority 6: School Climate (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of staff trained in use of instructional programs, instructional tools, and assessments.	100%	100% staff received training.			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students will have 1:1 home access to technology.	100%	100% of students has 1:1 home access to technology.			100%
% of students, staff and parents feels safe, engaged and supported.	95%	97% (Parent feedback survey.)			98%
decrease % of student discipline referrals	3%	2% referrals decreased.			<1%
Maintain a suspension rate of less than 2%.	1%	<1% suspension rate			<1%
Well maintained school campuses: Facilities Inspection Tool (FIT)	Fair-to-Good repair standard.	Fair-to-Good repair standard.			Exceed good repair standard.
100% of staff trained and implementing PBIS concepts and strategies.	0	ICS will implement MTSS framework and provide training beginning of 2022-23 SY.			100%

## 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"> <li>• Administrators</li> <li>• School Psychologist</li> <li>• 100% of Classroom Teachers are appropriately credentialed and assigned</li> <li>• Education Specialist</li> <li>• Intervention Teachers</li> </ul>	\$3,935,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• School Guidance Counselor</li> <li>• Guidance Deans</li> <li>• Instructional Aides</li> <li>• Office, Clerical, and Administrative Staff</li> <li>• Technology Coordinator</li> <li>• Janitorial and Maintenance Staff</li> <li>• Supervision and Security Staff</li> </ul>		
<b>3.2</b>	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>	\$55,250.00	No
<b>3.3</b>	Technology Integration	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,	\$165,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
3.4	School Culture and Climate	<p>ICS will implement Positive Behavior Intervention and Support (PBIS) and Restorative Practice. All staff will receive training and ongoing support. The culture and climate committee will guide the implementation and monitor effectiveness by ongoing review of discipline data and continued support and training for Bully Prevention.</p> <p>School Safety Committee with representation across all grade spans and programs will be created to:</p> <ul style="list-style-type: none"> <li>• Annually review and revise the school safety plan</li> <li>• Provide regular input on school safety issues</li> <li>• Staff will be trained in appropriate safety procedures and monthly drills</li> <li>• Supervision schedules will be developed to ensure student safety at all times</li> </ul> <p>ICS will establish character education courses for all students. Iftin's school climate survey will demonstrate &gt;95% of students, staff and parents feel safe, engaged and supported by 2024.</p>	\$135,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Personnel		\$790,000.00	

## Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

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# Goals and Actions

## Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.  
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

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

**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.**



# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.  
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

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

**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

### 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
	0.00%	\$0.00	

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1, Action 1: This action was developed with our unduplicated students in the forefront. We developed this goal with the intent of utilizing assessments and data of our unduplicated students to determine each individual student instructional needs. This will be a crucial factor in meeting Goal 1.
- Goal 1, Action 5: When developing this goal we did so with the understanding that our staff needed training on how to best serve our unduplicated population. The action of providing professional development for teachers so they can develop the skills and strategies for teaching our unduplicated population will help reach goal 1.
- Goal 1, Action 7: Attendance is an important factor that needs to be addressed if we are to reach our goals. When developing this action item, we first considered our unduplicated student population by identifying ways we can increase their attendance. We will monitor student attendance and address any issues accordingly to ensure we reach goal 1.
- Goal 1, Action 8: In order to improve services for our unduplicated students, we need to ensure we have accurate reliable data. We also need to ensure the data is accessible to teachers and support staff so that we can better understand student needs and develop instructional paths for our students. This action will be effective in reaching our goal to utilize student data to increase student achievement.
- Goal 2, Action 1: One of Iftin's goal is to maintain an average daily attendance of 95% or higher. When developing this action, Iftin considered how to increase the attendance of our unduplicated student population and from that we developed the action of providing volunteer opportunities. If we can get the parents involved, we will increase the attendance of our unduplicated students. This action will not

only help us in meeting the goal of engaging our parents, it will also further engage our students.  
 Goal 3, Action 5: Iftin's goal is to maintain a safe and healthy learning environment. We considered the social-emotional needs of our unduplicated students when developing the action of maintaining our PBIS efforts because we know their needs will be greater than all other students. Setting this action will ensure we are intentional in meeting the safety and health needs of our unduplicated student population.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,563,575.00	\$450,000.00		\$946,615.00	\$5,960,190.00	\$5,395,325.00	\$564,865.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development, Assessment, and Data	All Students with Disabilities				\$36,715.00	\$36,715.00
1	1.2	Professional Development, Assessment, and Data	All Students with Disabilities	\$75,500.00			\$12,000.00	\$87,500.00
1	1.3	Academic and Instructional Support	All Students with Disabilities	\$344,000.00				\$344,000.00
1	1.4	Academic and Instructional Support	English Learners Foster Youth Low Income	\$118,000.00			\$22,000.00	\$140,000.00
1	1.5	Attendance and Instructional Support	All Students with Disabilities	\$6,500.00				\$6,500.00
2	2.1	Parental Engagement	All Students with Disabilities	\$7,500.00			\$71,500.00	\$79,000.00
2	2.2	Parental Engagement	All Students with Disabilities				\$21,400.00	\$21,400.00
2	2.3	Academic Intervention	All Students with Disabilities	\$96,825.00				\$96,825.00
2	2.4	Community Outreach	All Students with Disabilities	\$35,000.00			\$33,000.00	\$68,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Personnel	All Students with Disabilities	\$3,125,000.00	\$450,000.00		\$360,000.00	\$3,935,000.00
3	3.2	Curriculum and Instruction	All Students with Disabilities	\$55,250.00				\$55,250.00
3	3.3	Technology Integration	All Students with Disabilities	\$165,000.00				\$165,000.00
3	3.4	School Culture and Climate	All Students with Disabilities	\$15,000.00			\$120,000.00	\$135,000.00
3	3.5	Personnel		\$520,000.00			\$270,000.00	\$790,000.00

## 2022-23 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
			0.00%		\$118,000.00	0.00%	0.00 %	<b>Total:</b>	\$118,000.00
								<b>LEA-wide Total:</b>	\$118,000.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$118,000.00

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 (%)
1	1.4	Academic and Instructional Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$118,000.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$4,864,468.00	\$0.00

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	\$31,215.00	
1	1.2	Professional Development, Assessment, and Data	No	\$89,500.00	
1	1.3	Academic and Instructional Support	No	\$353,500.00	
1	1.4	Academic and Instructional Support	Yes	\$134,328.00	
1	1.5	Attendance and Instructional Support	No	\$6,500.00	
2	2.1	Parental Engagement	No	\$76,500.00	
2	2.2	Parental Engagement	No	\$20,400.00	
2	2.3	Academic Intervention	No	\$96,825.00	
2	2.4	Community Outreach	No	\$63,450.00	
3	3.1	Personnel	No	\$2,805,000.00	



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)
3	3.2	Curriculum and Instruction	No	\$65,250.00	
3	3.3	Technology Integration	No	\$172,000.00	
3	3.4	School Culture and Climate	No	\$50,000.00	
3	3.5	Personnel		\$900,000.00	

**2021-22 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)
	\$114,137.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

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	1.4	Academic and Instructional Support	Yes	\$114,137.00			

**2021-22 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)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

# Instructions

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*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](mailto: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 (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 aspects of the LCAP template 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, 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]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## **Focus Goal(s)**

**Goal 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.

**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.

## **Broad Goal**

**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.

**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**

**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.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**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.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

## 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 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.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** 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 low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** 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 LEAs 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:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**



School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 of 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 + 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  
January 2022

# CSMC Service Contract



IFTIN Charter School

5465 El Cajon Blvd.

San Diego, CA 92115

**July 01, 2022**

CSMC

CSMC

43460 Ridge Park Drive

Temecula, CA 92590

888.994.CSMC



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## CSMC Contract: Price Sheet

### IFTIN Charter School

5465 El Cajon Blvd.

San Diego, CA 92115

### Details - Initial Term: July 01, 2022 - June 30, 2023

Services Selected	Setup Fee	Monthly / Service Cost	Total
Back-Office Service, Payroll Service, Bundled: SIS Support, Attendance Reporting	\$0.00	\$7,083.33	\$85,000.00
		Total	\$85,000.00

### Summary: Entirety of Terms Set Forth

Terms	Start Date	End Date	Total
Initial Term	July 01, 2022	June 30, 2023	\$85,000.00
Year 2	July 01, 2023	June 30, 2024	\$90,000.00
Year 3	July 01, 2024	June 30, 2025	\$95,000.00

I authorize CSMC to automatically charge my account monthly for amounts due that are outlined in this pricing sheet. **# of Estimated Payments: 12 | Estimated Monthly Amount: \$7,083.33**

Signed By:

Name: Maslah Yussuf

Date:

Signature:



## Scope Of Services: Back-Office

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### 1. FINANCE & ACCOUNTING

#### **BUDGETING:**

- **Create annual and multi-year budgets including monthly cash flow projections** – At beginning of the Agreement, CSMC works with the Charter School leader to create annual and multi-year budgets in time for submission to the State and authorizer. Annual budgets are strategic documents that capture the operations and direction of the Charter School.
- **Make budget revisions (as needed and upon Charter School request)** – CSMC revises budgets as needed to reflect changing circumstances at the Charter School (e.g., enrollment or personnel changes, grant awards, etc.).
- **Updated monthly budget forecasts** – CSMC tracks budget to actuals and updates the budget forecast as appropriate.

#### **FINANCIAL STATEMENTS:**

- **Monthly year-to-date financial statements** – CSMC prepares Year to Date (YTD) actual results compared to budget for board meetings or as requested.
- **Charter Vision Access for Board Reports** - Charter School has access to Charter Vision financial portal, which contains a convenient Board Report function that produces year-to-date financial through the most current closed month. CSMC typically closes books monthly within 15 business days of the following month, provided all supporting documentation has been transmitted to CSMC.
- **Monitors cash position** – CSMC monitors the Charter School's cash position to anticipate possible cash shortfalls.
- **Customized financial analysis** – CSMC performs reasonable financial analyses that the Charter School staff or board requests, e.g., providing a comparative analysis of the school's budget relative to industry norms or fulfilling a request of information from the authorizing entity. Upon request, CSMC can also develop financial health analysis so board and staff can quickly focus on the most important financial issues.
- **Support in resolving financial issues** – CSMC helps the Charter School leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding

#### **ACCOUNTING:**



- **Setup of Charter School's chart of accounts and general ledger** – CSMC sets up and maintains the school's Standardized Account Code Structure (SACS)-compliant chart of accounts.
- **Customized account codes** – CSMC can add customized account codes for unique features of the Charter School program.
- **Restricted funds tracking** – CSMC tracks revenue and expenditures by fund, e.g., tracking by implementation grant funds, expenses, or Title I expenditures.
- **Training using CSMC accounting procedures**– CSMC trains Charter School staff on coding and CSMC accounting procedures and practices.
- **Transaction recording** – CSMC records all transactions in a computerized accounting system that is available for viewing on Charter Vision.
- **Journal entries and account maintenance** – CSMC prepares and records journal entries and maintains the general ledger according to accepted accounting standards.
- **Bank reconciliation** – CSMC reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.
- **Capitalized Assets** – CSMC records capital assets in the general ledger according to Charter School financial policy and according to Generally Accepted Accounting Standards. CSMC also records depreciation on an annual basis and maintains a schedule of capitalized assets and accumulated depreciation. Charter School is responsible for tagging and conducting inventories for all fixed assets whether capitalized or non-capitalized for internal control purposes and other compliance reporting
- **Charter Vision accounting reports** - The Charter Vision portal allows the Charter School and CSMC to generate financial reports on an as needed basis. Charter School can generate reports including, but not limited, to detailed account activity, including scans of all invoices entered through the accounts payable system; check register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by CSMC); revenues; and general ledger.

## **ACCOUNTS PAYABLE & RECEIVABLE:**

- **Revenue verification** – CSMC reviews revenue intake and verifies that the Charter School is receiving accurate amounts of state and federal funds based on its enrollment and other pertinent factors. CSMC reviews revenue intake and verifies through available state Department of Education schedules.



- **Revenue collection for improperly calculated payments** – if the funds received from the state or the county/district do not reflect the proper amounts and there appears to be a calculation error, CSMC will contact the appropriate officials and alert them of the issue. CSMC will use reasonable efforts to negotiate on behalf of the Charter School in disputes with funding agencies over improperly calculated payments.
- **Accounts Payable functions:**
  - **Invoice processing** - CSMC conducts invoice processing for Charter School. After coding from Charter School and approval from the Charter School leader or designee, CSMC enters invoices within 2 business days into financial tracking software. Charter School is responsible for submitting weekly package (unless other time frame is agreed upon) of invoices, deposits, payment documents that conform to CSMC forms and processes.
  - **Invoice review** - CSMC reviews invoices to assist in the prevention of double payments or double billings on multiple invoices. CSMC alerts Charter School to payment issues with vendors.
  - **Invoice payment support** - CSMC also verifies that funds are available to pay the bill and notifies Charter School if there are not sufficient funds.
  - **Fund verification is only available** if there is online read-only bank access and if all checks are processed through CSMC.

#### **PURCHASING:**

- **Vendor selection** – CSMC may provide recommendations of vendors based on its experience with vendors around the state and country subject to Section 11 of the Agreement.

#### **GOVERNMENT FINANCIAL REPORTING:**

- **Preliminary and final budget reports** – CSMC prepares and files the preliminary budget report by July 1st (or earlier if required by the authorizer) based on the board adopted budget, unless Charter School agrees to file reports. CSMC also can prepare a final budget upon request.
- **Interim financial reports** – CSMC prepares and files the two interim financial reports to the county by the December 15 and March 15 (or earlier if required by the authorizer) deadlines.



- **Audited financial reports** – Subject to timely receipt of information and/or materials from the school and/or the auditor, as applicable, CSMC prepares all financial information for the audit so that the auditor can file reports before state-required deadlines.

## **SB 740 COMPLIANCE**

- **SB 740 applications** – CSMC works with client to submit SB 740 facilities applications and reimbursements on the Charter School's behalf.
- **SB 740 budget compliance** – For non-classroom-based schools, CSMC monitors budget compliance with SB 740 and alerts school to potential problems in meeting the requirements for full funding.
- **SB 740 funding determination form** – CSMC completes, and files the Charter School's funding determination form based on Charter School input.

## **2. BUSINESS CONSULTING.**

- **Negotiations** – CSMC supports the Charter School director and board in financial negotiations related to issues such as business terms in agreements (non-legal review), facilities, and SPED with SELPAs or districts and others (in non-legal capacity), including developing analyses to support the Charter School's position.
- **Strategic Budget Development** – CSMC can assist the Charter School director and board with strategic financial planning and budget scenario development.
- **Financing support** – CSMC can assist clients in preparing basic loan packages and connecting the Charter School with non-traditional/specialized funding.
- **Strategic Compliance Development** – CSMC can assist the Charter School director and board with strategic compliance calendar planning.

## **3. BOARD MEETING SUPPORT**

- **Board mailouts (Electronic)** – Charter Vision allows CSMC, school administrators and board members to automate the emailing of board financial reports. If desired, Charter School can print board meeting materials to have on hand for attendees.
- **Board meeting attendance** – CSMC attends board meetings via teleconference and presents financial reports and analysis. In the rare event that in-person attendance and presentation is necessary, or if the Charter School prefers occasional in-person attendance, CSMC and Charter School will make appropriate arrangements.





- **CSMC can provide guidance** to assist the board in staying in compliance with the Brown Act.

#### 4. FACILITIES

- **Facility needs assessment and planning** – CSMC works with Charter School to identify available appropriate state funding, create budget scenarios, and help clients think creatively about their facility needs to come up with viable options and solutions. (Depending on the scope of work, additional fees may apply)
- **Prop 39** – CSMC provides prior year, current year, and upcoming year ADA projections for the preparation of compliant Prop 39 requests and educates Charter School about the Prop 39 process.

#### 5. COMPLIANCE & ACCOUNTABILITY

- **Compliance support** - Charter School is solely responsible for complying with legal requirements. CSMC will provide advice and guidance in a non-legal capacity to support Charter School's compliance efforts. Please note that CSMC's guidance does not constitute professional legal services. Since rules, regulations and interpretations regularly change, Charter Schools should seek independent verification and counsel from their attorneys or other sources to ensure legal compliance.
- **Employee files** – As noted above, CSMC may provide Charter School with templates for employee files, forms, and procedures to assist with compliance efforts. (Note: The Charter School should have an attorney review all legal matters).
- **LCAP compliance support** – CSMC helps schools understand the requirements of Local Control Accountability Plans ("LCAP").
- **SPED financial reporting** – With input and information from Charter School, CSMC provides required SPED financial reports.
- **Funding compliance** – CSMC makes compliance recommendations regarding funding requirements, such as Federal Public Charter School Grant Program ("PCSGP") implementation grant funding and other restricted funds. Note that funding compliance is especially complex with many requirements the Charter School must satisfy.
- **District and state regulation compliance** – CSMC can problem solve with the Charter School areas deemed not in compliance with district or state regulations.

#### 6. CHARTER DEVELOPMENT & GRANT ADMINISTRATION



- **Financial reports** – CSMC prepares customized financial reports for grant purposes.
- **Fund accounting** – CSMC tracks restricted revenues and expenses based on information received from the Charter School.
- **Public Charter School Grant Program (PCSGP) grant reporting** – CSMC assists the school in preparing and submitting the PCSGP grant financial report to the CDE.
- **ConApp** – CSMC assists in the preparation and filing of the ConApp parts 1 and 2 for eligible schools

## 7. OPERATIONS SUPPORT

- **Negotiations** – CSMC supports the Charter School director and board in financial negotiations related to issues such as business terms in agreements (non-legal review), facilities, and SPED with SELPAs or districts and others (in non-legal capacity), including developing analyses to support the Charter School's position.
- **Operations** - In consultation with the Charter School, CSMC can provide direct operational support to the Charter School. CSMC's experience as charter school operators and authorizers has enabled CSMC to recently expand its direct on-site support and training. (Depending on the scope of work, additional fees may apply)
- **Training** - CSMC offers an assessment of operational office systems and efficiencies to ensure compliance and efficiency. CSMC provides on-going training to ensure that school site operations run smoothly, and all school staff understand compliance requirements.
- **Real Estate Development** CSMC will work with the Charter School to identify real estate partners, provide budgeting and accounting support for new facilities, and act as facilities advisor to the Charter School. (Depending on the scope of work, additional fees may apply)
- **Facility Maintenance** - CSMC will provide analysis and devise a plan for the Charter School facilities that minimizes costs while providing safe, well-maintained facilities for students.
- **IT infrastructure support** - CSMC can conduct an IT audit, analyzing the Charter School's current infrastructure before working to identify a cost-efficient solution for supporting its IT needs.
- **Charter Renewal and New Petition Development** - CSMC's extensive experience working with multiple authorizers enables us to provide an unparalleled level of strategic support and insight in the overall charter petition development and renewal process.
- **CSMC's School Development Division** can provide robust petition support for existing and future schools. (Depending on the scope of work, additional fees may apply)



- **CSMC can assist with the creation of charter petitions**, petition review, budget and financial plan creation, and advocacy support. (Depending on the scope of work, additional fees may apply)
- **Handbooks** - CSMC can provide the Charter School with resources to create non-financial manuals, including Principal handbooks, Employee Handbooks and Operations Manuals.
- **HR support & systems** - CSMC has 20 years of experience providing Human Resources support for charter schools and looks forward to crafting a hybrid Human Resources support solution that works effectively for the Charter School.

## 8. SERVICE DELIVERY – CLIENT STANDING CALLS

CSMC utilizes a **CLIENT STANDING CALL** routine with most clients.

- This is a pre-set, recurring meeting, set to fit your schedule.
- It gives you direct access to your key CSMC contacts in each service division. One stop.
- Ensures Responsiveness and Accessibility to Your Client Services and Support Team.
- Your assigned CSMC School Business Manager, Account Manager, and Payroll Tech participate in these calls along with your School Leadership and Business Operations team.
- CSMC facilitates the development of an advance agenda with you to address your priorities while providing your school team with the evolving information, support, and training it needs.
- Each CSMC service division contributes to this agenda to keep everyone ahead of upcoming deadlines and keep your team coordinated with ours.
- CSMC follows up with a written summary of your agreed upon action steps and delegated tasks for our team and yours.

CSMC routinely includes these important topics on these calls:

- Review of All Compliance Due Dates. Calendar Look Ahead that integrates to Board meeting planning.
- Restricted funds spending; and tracking. Coding of invoices.
- LCAP coding; spending; and tracking

CSMC's strategic onboarding and transition plan will include a schedule of these meetings. For most new client partners, these meetings occur weekly, and then transition to bi-weekly or monthly.



This time is solely for **your school, and your team**, to collaborate with your entire CSMC Client Services and Support Team!





## Roles & Responsibilities - Back-Office

Clarity on certain roles and responsibilities between CSMC and Charter School will help ensure high quality, timely business services.

Table 1 below outlines the roles and responsibilities of both parties:

**Table 1: Roles & Responsibilities - Back-Office**

CSMC	IFTIN Charter School
<ul style="list-style-type: none"> <li>• Timely and accurate check payments</li> <li>• Payment of invoices according to Charter School's approval policies</li> <li>• Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors</li> <li>• Payment systems linked to financial statements and creating analyses for informed managerial decision- making</li> <li>• Bank account reconciliations</li> <li>• Invoice/payment research</li> <li>• Advising clients on outstanding checks to ensure adequate cash</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of Payment and Deposit Information</li> <li>• Weekly submission to CSMC of invoices, reimbursement requests, deposits, and other expenditures using CSMC forms and processes</li> <li>• Coding all expenses and non-state funding deposits using CSMC forms and processes and codes from the most recent budget.</li> <li>• Banking: Monitoring and maintaining adequate bank account balances to meet expense obligations</li> <li>• Provide online read only access to bank account</li> </ul>

Accounting Deadlines and Calendars referenced above shall be provided separately by CSMC.

### LATE FEES AND WARNINGS

#### **ACCOUNTS PAYABLE:**

**Weekly Submittal:** Charter School will submit a weekly package (unless another time frame has been agreed upon) conforming to CSMC forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to CSMC using CSMC forms/processes. If Charter School fails to submit this package or fails to submit all necessary invoices and receipts to process payment, Charter School will be warned that internal and external reporting will be delayed.



## Scope of Services: Payroll & Human Resources

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**Client is responsible for the payment of payroll processing fees to the 3<sup>rd</sup> party payroll provider. The Estimated Annual Fee is \$18,820.00**

### 1. PAYROLL SUPPORT

CSMC uses an external payroll processor to accomplish the following tasks. CSMC interfaces between the Charter School and payroll processor and performs quality checking and review so that the school does not need to interact with the payroll processor. The Charter School pays all payroll processing fees directly to the payroll processor.

- **Payroll Processing** – CSMC calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized Charter School representatives. CSMC generates checks for signature by authorized Charter School representatives (or through electronic signature) or facilitates Direct Deposit at the Charter School's request. The fees set forth above include semi-monthly payroll processing.
- **Payroll Reporting** – CSMC and its payroll processor prepare, and file all required payroll reports for submission to federal and state agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities for a single EDD/tax ID number. CSMC shall provide payroll reporting services for multiple reporting EDD/tax ID numbers.
- **Payroll Record Maintenance** – CSMC keeps track of employee payroll information. School maintains employee files (based on CSMC-provided template files).
- **W-2 Processing** – CSMC works with payroll processor to prepare W-2 forms, which are mailed to the Charter School, provided that this Agreement remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Charter School, in accordance with CSMC policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of services.
- **IRS, SDI, WC Support** – CSMC assists in resolving payroll tax issues before the IRS and other federal and state reporting agencies in a non-legal capacity. CSMC also assists the Charter School with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports.



- **STRS/PERS and Other Retirement Plan Administration** – CSMC will help the Charter School set up STRS/PERS accounts as requested and make appropriate deductions and payments to the county for STRS and/or PERS based on information provided by the Charter School. Some counties charge separately for this mandated service. The Charter School is responsible for STRS/PERS account set- up, administration and enrollments and any fees from outside parties including late fees and interest levied by STRS/PERS.
- CSMC clients have discovered that corrections are needed to retirement reporting (STRS/PERS) that was done prior to hiring CSMC as their back-office service provider. Often these required corrections may not be recognized or identified by clients, their employees, or the agencies involved until a time after the clients have contracted with CSMC. Resolution of these issues can often take months, include penalties and interest due to how the retirement agencies process and audit correcting reports. CSMC recognizes the importance of ensuring accurate retirement reporting for all your employees. CSMC has the expertise and experience to support our clients with resolving these issues, however, depending on the time and effort required, CSMC's support may require a fee for this service arrangement.

## 2. HUMAN RESOURCES & BENEFITS

- **Employee File Set Up** – CSMC provides the Charter School with new hire packets to help support compliance efforts with state and federal requirements regarding Live Scan procedures, TB test information, and/or credential verification information.
- **Teacher Credentialing** – CSMC provides non-legal information and assistance to Charter School leaders to help them evaluate teacher credentials.
- **Contracts and Handbook Development Support** – CSMC provides non-legal, business advice on employment contracts and employee handbooks and their business implications



## Roles & Responsibilities - Payroll

Clarity on certain roles and responsibilities between CSMC and Charter School will help ensure high quality, timely business services. Table 2 below outlines the roles and responsibilities of both parties:

**Table 2: Roles & Responsibilities - Payroll**

CSMC	IFTIN Charter School
<ul style="list-style-type: none"> <li>• Accurate, complete payroll on a semi-monthly basis</li> <li>• Published Payroll Calendar with payroll deadlines</li> <li>• Reminders for payroll deadlines</li> <li>• Final payroll information sent to client for approval by at least one working day prior to Charter School's payroll approval date</li> <li>• Advice on setting up STRS/PERS</li> <li>• CSMC will provide all payroll tax filing and W-2s</li> </ul>	<ul style="list-style-type: none"> <li>• Timecards and Changes: Submission to CSMC of timecards for new hires and other payroll changes by payroll calendar deadlines and using CSMC forms/processes</li> <li>• Payroll Approval: Approval (email or fax) to CSMC by - Payroll Calendar deadlines</li> <li>• New Hires: Timely submission to CSMC of new hire paperwork on CSMC new hire forms</li> <li>• Enrolling (or working with a broker to enroll) staff in any STRS, PERS, 403b, health plans, and other insurance/retirement/contribution/deduction programs</li> <li>• Terminating staff from health plans, other insurance, and other applicable contribution/deduction programs.</li> <li>• Obtaining all W-9s from vendors</li> </ul>

The Payroll Deadlines / Calendars referenced above shall be provided separately by CSMC.

### LATE FEES AND WARNINGS

- **Timecards and Payroll Changes:** CSMC shall impose a late fee of \$100 for each business day timecards for hourly staff and payroll changes are submitted late to CSMC based on the published Payroll Calendar. Significant CSMC staff time is necessary to make such late modification. The latest Timecards and Changes can be accepted is three business days prior to Payroll Approval deadlines indicated in the Payroll Calendar.
- CSMC will generate and distribute manual checks, as needed and without charge, for employee terminations and payroll corrections due to CSMC error.





## Scope of Services: Student Data

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### 1.0 AGREEMENT SERVICE

#### 1.1 INTRODUCTION

This document represents a Service Level Agreement ("SLA" or "Agreement") between CSMC and IFTIN Charter School for the provisioning of services required to support one or more aspects of the school's operational capabilities.

This Agreement remains valid until superseded by a revised agreement mutually endorsed by the stakeholders. This Agreement outlines the parameters of all "Help Desk" services covered by CSMC.

#### 1.2 PURPOSE

The purpose of this Agreement is to ensure that proper elements and commitments are in place to provide a consistent and high-quality service delivery to the Customer by CSMC.

This document identifies the service goal needs of the Customer, identifies the various service components provided by CSMC, and serves to manage the expectations of both parties.

Service level agreements help to avoid potential disputes and/or conflicts by providing a shared understanding of customer needs, CSMC capabilities, and anticipated support requirements.

#### 1.3 DATA SECURITY

We believe that working with a large company such as CSMC is what sets us apart from a consultant.

CSMC has been in business for over 13 years, has strict employee screening policies, and is completely insured.

Your Student Information System is protected by the following precautions:

- Your Student Information System is only accessed when directed by the school in effort to solve a ticket or to gather information for a state compliance reports.
  - There is no information stored at CSMC (nothing is printed, all NSLP lunch forms, and medical records are stored at the school site with no access by CSMC).



- CSMC does not assign users to your Student Information System instance unless directed by the schools Primary Point of Contact. All security rights in the system are assigned by the system administrator.
- When CSMC employees are terminated or leave – all passwords are immediately changed, and their access is eliminated from all areas.

CSMC takes the privacy of your student data very seriously.

#### 1.4 GOALS & OBJECTIVES

The goal of this Agreement is to obtain a mutual understanding of the support services CSMC will offer the Customer. The objectives of this Agreement are to:

1. Provide clear guidance to the roles & responsibilities of both CSMC and the Customer regarding the utilization of the Help Desk services.
2. Present clear, concise, and measurable descriptions of each service provision to the customer.
3. Describe "Best Practices" for utilizing CSMC Help Desk services.
4. Provide opportunities for feedback to the Customer and for the Customer to provide formal written feedback to CSMC.
5. Offer guidelines for data collection and population to successfully meet state reporting deadlines and requirements.

The CSMC Help Desk acts as a central point of contact for all issues related to student data support services (e.g., non-financial or legal) offered through CSMC including, but not limited to, student information systems, state reporting, and other items as specifically identified in this agreement.

This agreement also includes provisions for resolution of disagreements specifically related to the Help Desk.

Finally, this agreement also describes the costs for additional ("Add-On Services") that are offered on a per-item fee basis outside of the primary support contract, should the Customer desire to utilize these additional services.

Questions related to financial matters, legal issues, budgeting, accounts receivable and payable, human resources, etc. should NOT be directed to the CSMC Help Desk but should instead be



directed toward either your CSMC Account Manager (AM), your CSMC School Business Manager (SBM), or directly to CSMC leadership.

These matters are specifically NOT covered under this Help Desk Service Agreement.

All questions related to this Service Level Agreement should be directed to:

**Sarkis Gharibian**

VP Student Data Services

O: 213-293-3977 x 229

sgharibian@csmci.com





## 2.0 CUSTOMER RESPONSIBILITIES

### 2.1 DATA INTEGRITY

#### DATA INTEGRITY REMAINS THE LEGAL RESPONSIBILITY OF THE SCHOOL.

CSMC is not responsible for data submitted after set deadlines, for inaccurate data posted to a school's student information system, or for missing data. Schools retain the legal responsibility for populating their data systems with accurate and up-to-date information.

If CSMC is tasked to upload data to any system, it remains the sole responsibility of the school to validate and verify the accuracy of all data before and after each upload.

Schools are responsible for populating their data systems with accurate data **IN ADVANCE** of known deadlines and recognize that incomplete and inaccurate data may adversely affect the school's ability to provide accurate state and attendance reports and may negatively impact available funding.

Schools are required to approve, certify, and sign off on all state reports prior to each certification.

### 2.2 CALPADS STUDENT DATA

Per our Service Level Agreement, schools are required to enter all the required information into their Student Information System for each actively enrolled student.

For CSMC to be able to provide CALPADS services and guarantee successful and timely submissions we ask that schools enter all the required information upon enrolling a new student into their SIS.

For PowerSchool users, CSMC will install our custom CALPADS validation tool onto your PowerSchool. The school is responsible for utilizing and routinely monitoring the customization to ensure that there are no critical data elements missing from student records.

### 2.3 AUTHORIZED TECHNICAL CONTACTS

CSMC's number one priority is to protect the data of your school. To prevent unsolicited or unwarranted persons from contacting our Help Desk, we require schools to submit a list of Authorized Technical Contacts (ATC) along with a Primary Point of Contact.



ATC's have unlimited Help Desk support via phone, email, and web portal. If the Help Desk receives a call from unauthorized school personnel, they will be directed to contact their Primary Point of Contact first to request being added. T

he Primary Point of Contact can contact the Help Desk to add/remove ATC's at any given time.

#### 2.4 SERVICE REQUESTS - ABANDONED TICKETS

Often a CSMC representative will need to submit a follow up question to gather more information about an issue from an Authorized Technical Contact.

If a response to a follow up is not received within 7 business days, the ticket will automatically be closed and considered resolved. The Authorized Technical Contact can re-open the ticket by simply replying to the closed ticket notification.

#### 2.5 SIS USER ACCESS

School personnel are responsible for managing administrator and teacher accounts. CSMC provides training on adding and deactivating staff members as well as cheat sheets and video tutorials on this specific function.

It is important that this is managed precisely to ensure that your database is secure and that only authorized staff members always have access. As staff members leave or are terminated, their accounts should immediately be deactivated as a security measure.

#### 2.6 SUPPLEMENTAL SYSTEM ACCESS

For CSMC to provide direct assistance with CALPADS, CBEDS, and the 20 Day Attendance Report we will need the appropriate login credentials.

It is the school's responsibility to provide CSMC with the following:

- CALPADS User Account with full privileges
  - CSMC does NOT maintain the CALPADS LEA Administrator Account. The LEA Administrator account is the only account that can add additional users and is usually assigned to the school administrator. Since CALPADS passwords expire every 90 days it will be the school's responsibility to maintain their access after providing CSMC with their own account. If the LEA Administrator password expires, he/she will need to contact the CDE directly to have their password reset.
- LEA CBEDS Username and Password



- PENSEC Pin

Please note that without access the school holds responsibility for ensuring completion of each item above.

### 3.0 CSMC SCOPE OF SERVICES

CSMC's Help Desk offers a specific, but limited, array of support services for Schools. Our catalog of services includes essential services that are often too complex or costly for smaller schools, CMO's, or school districts to maintain in-house.

The following services are covered by this agreement:

#### 3.1 HELP DESK SUPPORT

##### **Email:**

Authorized Technical Contacts can send a detailed email to [helpdesk@csmci.com](mailto:helpdesk@csmci.com) explaining the issue(s) they are experiencing. The email will automatically be entered into our ticketing system. When describing the issue, mention as much information as possible. Name of the report you are running, parameters you are setting, and screen shots will help us answer your question quicker.

##### **Web Portal:**

Requests can be submitted by Authorized Technical Contacts online via the Help Desk Web Portal (<https://csmc.zendesk.com>). This method gives you the ability to track progress of all tickets submitted in one centralized location. You'll also have access to our online community forum filled with lots of helpful tips and videos.

##### **Telephone Support:**

Assistance is available from 8:00 AM to 5:00 PM (PST), Monday through Friday, except when CSMC is closed due to observed federal holidays, administrative closings, inclement weather, or security concerns.

If the Help Desk receives a call from an unauthorized person, they will be directed to contact the Primary Point of Contact to request authorization.

The Primary Point of Contact can email the Help Desk to add/remove Authorized Technical Contacts at any time.

#### 3.1.1 HELP DESK PRIORITIES & RESPONSE TIMES



The Help Desk will use the following guidelines in prioritizing requests and will strive to begin working on the problem within the target timeframe. Actual response times may be shorter or longer depending on the volume of requests at any one time. The priority given to an incident is determined by a combination of its impact and urgency.

The definitions below are used to establish the priority.

Impact	Criteria	Examples	Target Response Time
High	System or device down, critical business impact such as loss of revenue, no workaround available.	SIS is down. State or local district request. Board meeting preparation. Auditor on-site.	Within 4 business hours
Medium	Potential business impact that does not affect funding but affects operations.	GPA is inaccurate Emails not working New SSID Request	Within 24 business hours
Low	Non-critical tickets, general questions, enhancement requests, or documentation cases.	Removing pre-registered student. Cosmetic customization Import Student Photo Enhancement Requests General Questions	Within 2-5 business days

In addition to the impact level of an issue, CSMC also considers the Urgency of each request based upon the following three levels:

Urgency	Definition
High	Requires immediate attention
Medium	Requires resolution in near future
Low	Does not require significant urgency

As a result of evaluating the impact and urgency of each support ticket, we then categorize them on a one to five-point scale, as indicated below:

Priority	Critical or High Impact	Medium Impact	Low Impact
High	1	2	3
Medium	2	3	4
Low	3	4	5



Please note that Help Desk requests submitted via the phone are simply turned into written email tickets for tracking purposes.

Submitting a written request eliminates the time required for a support staff member to create a new ticket and may increase response time.

Therefore, all Customers are **STRONGLY** encouraged to submit written help desk requests when appropriate.

### 3.2 REMOTE ASSISTANCE

CSMC utilizes Skype Business web conferencing to provide remote support. This allows our support staff to access the Customer's computer screen to diagnose problems, provide one-on-one training, or to host group webinars.

### 3.3 INTEGRATION OF THIRD-PARTY APPLICATIONS

CSMC assists in the integration of third-party applications that are compatible with your SIS. CSMC cannot provide direct training on third party application or provide support for issues that may arise that are due to product defects or developed by user error.

It will remain the responsibility of the school to communicate directly with the vendor to work those issues out. CSMC will work within the constraints of your SIS in ensuring that integration is setup as stated in the application setup guide.

### 3.4 ON-SITE SIS TRAININGS

To ensure your school or district success, we include (1) on-site Administrator training and (1) on-site Teacher training during your initial contract year.

For each subsequent year additional on-site trainings can be purchased through our Add-On Services.

Administrative Training Topics Covered:

- Finding your way around your SIS
  - Signing in, enrolling students, searching for students, conducting searches, changing demographic information, printing reports for individual students, searching for staff members, changing staff information, inactivating staff members, etc.
- California State Reporting Information



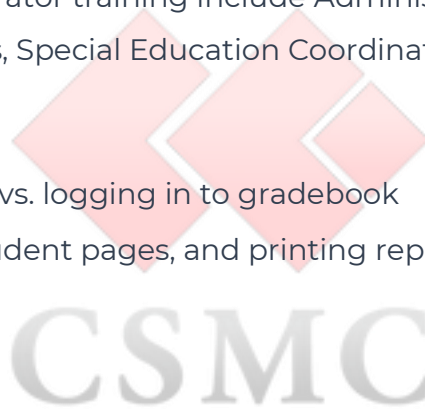


- Entering required student demographic information, English learner, and immigrant information, entering lunch eligibility program records and other program information, creating discipline records, utilizing the validation tool to prepare for submissions, etc.
- Running Reports out of your SIS
  - How to run daily, weekly, and monthly attendance reports, how to do a quick export of student data, how to search for perfect attendance, how to check for teacher attendance submission status, how to run gains and losses audit report, etc.
- Scheduling Students
  - How to view and modify an individual student's schedule, how to drop a student from a class, how to add a student to a class, how to mass enroll students into classes, how to print student schedules, etc.

Typical attendees of the Administrator training include Administrators, Principal, Office Staff, Counselors, Registrars, Secretaries, Special Education Coordinators, and Lunch Staff.

Teacher Training Topics Covered:

- Logging in to take attendance vs. logging in to gradebook
- Taking attendance, viewing student pages, and printing reports
- Creating Assignments
- Entering Grades & Comments
- Linking Grades to Standards
- Creating Categories & Student Groups, etc.



All teachers AND at least one administrator should attend the Teacher training. It is very important that a school administrator be present at the teacher training. Often, trainees are asked questions related to school policy that only an administrator can answer.

Having an administrator on hand will help solve this problem and at the same time, set the tone for all staff attending.

Following the trainings, Authorized Technical Contacts at each school will have unlimited Help Desk support which includes remote assistance. If, however, an additional on-site training is requested CSMC offers customized Administrative and Teacher trainings as an add-on service (See Add-On Services).



### 3.5 PLANNED OR EMERGENCY ON-SITE ASSISTANCE

CSMC may be contracted for special on-site assistance during unique circumstances or events. Please note: additional hourly or daily rates may apply.

### 3.6 STUDENT INFORMATION SYSTEM (SIS)

CSMC's SIS Support is defined by three phases: (1) Initial Product Implementation, (2) Ongoing Support, and (3) "Add-On Services (Fee-Based)". Each category is described in greater detail below.

#### **Initial Product Implementation (IPI):**

Initial Product Implementation services include all the basic elements required to get a SIS started and maintained throughout the year. This type of support is always offered to schools in their first year of operation. IPI includes both district and school level setups.

District Setup will include the following items – as required:

- Calendar Membership Types
- Citizenship Codes
- District Info
- Districts of Residence
- Entry Codes
- Ethnicity Codes
- Exit Codes
- Fee Categories
- Log Types/Sub Types
- Special Programs
- Schools/School Info
- Grade Scales
- GPA Calculations (non-custom)
- Test Scores
- Miscellaneous
- District settings required by state
- Log Entry Fields

School(s) Setup will include the following items – as required:

- Attendance Codes
- Attendance Code Categories
- Current Grade Display
- Final Grade Setup
- Full-Time Equivalences
- Preferences
- Bell Schedules
- Calendar Setup
- Activities
- Attendance Conversions
- Class Rank
- School settings as required by state
- GPA Student Screens
- Honor Roll
- Final Grade Entry Options
- Days
- Graduation Sets
- Next School



- Balance Alert
- Fee Types
- Miscellaneous
- Sub Login Settings
- Periods
- Rooms
- Years & Terms

### Ongoing Support

Ongoing SIS support includes all elements covered in the Initial Product Implementation and includes a comprehensive checklist and system scan to ensure state reporting compatibility.

Ongoing support is typically provided to schools that have already implemented their SIS and are looking to maximize their usage of the system.

### Add-On Services

(See Add-On Services).

### 3.7 SERVER HOSTING

For PowerSchool user's server management plays an important role in smooth operation of your PowerSchool instance. It helps in scalability, performance, and capacity of your site. The two options for hosting your PowerSchool server are: (1) Self-Hosting, (2) PowerSchool Hosting.

**Self-Hosting:** PowerSchool 7 supports a Windows configuration using 64-bit hardware with a Windows Server 2008 R2 64-bit Standard Edition operating system.

As a self-hosted school, you are responsible for all PowerSchool and state reporting version upgrades, ensuring your hardware meets the stated minimum requirements by PowerSchool, monitoring system stability and security, and performing routine maintenance.

**PowerSchool Hosting:** If your PowerSchool instance is hosted through PowerSchool's Hosting Service, they will provide regular upgrades for your PowerSchool server as well as state reporting updates.

All PowerSchool installations are hosted on a secure, off-site storage facility that is backed up nightly. Each data backup is stored for up to 7 days to protect you from the possibility of data loss.

### 3.8 SIS CONVERSIONS



Many schools do not remain with the same SIS for various reasons. CSMC provides support on SIS conversions. We will provide the Primary Point of Contact or the schools conversion project leader with import templates to complete for various tables within the SIS database.

The school is responsible for extracting the required data from their old Student Information System (SIS) and onto the provided templates. The integrity of the data will always remain a school responsibility, so it is recommended to verify the data.

Files must be saved in either CSV or XLS format and emailed to the Help Desk. CSMC will review and format as needed prior to importing into your new SIS.

Most Common Imports:

- Students
- Staff
- Courses
- Sections
- Historical Grades

It is important to keep in mind that not all Student Information Systems are built equal and that data conversion projects usually take 3-4 months depending on the amount of data being converted.

Please take this into consideration when deciding on when to terminate your contract with your previous student information system. CSMC's priority is to ensure that your school is ready to operate before your first day of school.

CSMC can only work within the constraints of your SIS. If, for example, your previous student information system had features that do not exist in your new SIS we will first look for the best cost-effective resolutions to meet your school's needs. If none are available, you can consider our add-on services in HTML/Page Development.

### 3.9 CALPADS

There are over 100 data entry points within your SIS that are required for the various submission phases of CALPADS. CSMC assists you through the entire CALPADS process from extracting your files, uploading your data, and correcting all certification errors for you. For PowerSchool users,



CSMC will install a custom CALPADS validation tool that makes it incredibly simple for office staff to locate errors, make corrections, and assess overall CALPADS readiness all on one screen.

CALPADS Services Offered:

- Preparation of all four Fall 1 extracts per school (SENR, SINP, SELA, SPRG) for import to CALPADS.
- Preparation of all four applicable Fall 2 extracts per school (SDEM, SASS, CRSE, SCSE) for import to CALPADS.
- Preparation of all five applicable EOY extracts per school (CRSC, SCSC, SDIS, SCTE, STAS).
- Install CSMC custom CALPADS Validation Tool onto your PowerSchool server (If Applicable).
- Correct all submission errors and post each extract per submission cycle.
- Correct all fatal certification errors to ensure certification for Fall 1, Fall 2, and EOY.
- Provide Primary Point of Contact with Direct Certification Report upon request.
- Provide Primary Point of Contact with CALPADS ODS Foster Youth Report upon request.
- Communicate with school and neighboring districts in resolving Concurrent Enrollments, Multiple Identifiers, and Exit Reason Discrepancies to ensure certification.
- Create new SSID's and exit transferred students on CALPADS on a bi-weekly basis. Urgent SSID requests can be expedited by submitting a Help Desk ticket.
- Provide Primary Point of Contact with all aggregate reports and a sign off sheet with each of the three submissions.
- Work with Primary Point of Contact before and during amendment window in correcting any data entry errors.
- Demographic Data Corrections for Accountability Reports
- CBEDS Submission

### 3.10 ATTENDANCE REPORTING (P-1, P-2, P-ANNUAL)

If your contract includes attendance support, CSMC will provide direct assistance with all your P-Reports (P1, P2, and P-Annual). The school is responsible for communicating the district deadlines and report parameters to CSMC. CSMC will provide the customer with the P reports for verification. Upon verification of the P- Reports provided by CSMC, each customer has the option to submit to the authorizing offices directly or request CSMC to do so. The customer is responsible for entering student attendance and the student data required for accurate reporting, such as:



entry date, exit date, class enrollment, grade level, special program enrollments, district of residence and attendance for each student within the student information system.

Attendance Support Services Include:

- Charter Status Report (P1, P2, and P3)
- Attendance Charter School Report (P1, P2, and P3)
- Charter School Physical Location Report (P1, P2, and P3)
- Basic Aid Supplemental Charter School Report (P1 and P2)
- Charter School Audit Adjustments to CALPADS Data (If Applicable)

From time-to-time additional reports may be requested by each authorizer. Those reports are considered supplemental and vary in complexity for each district. Examples of some supplemental report requests include attendance backups, demographic information about your students, LCFF statuses, CALPADS ODS extracts, etc.

These types of supplemental reports are only requested by a small number of districts and County offices. We can aid in gathering supplemental information since most of the time they are found on CALPADS, however, in terms of submittal, schools are responsible for submitting these data.

To alleviate the task of producing supplemental reports, CSMC can aid in interpreting the requests and pulling reports from the SIS. Customer must submit a ticket to the CSMC Help Desk to request this type of assistance.

### 3.11 CHARTER 20 DAY REPORT

If your contract includes attendance support, CSMC will provide direct support with the completion and submission of the 20 Day Advance Apportionment report. CSMC will provide the customer with the report prior to submitting it to the state via the online portal. It is the customer's responsibility to provide CSMC with the online portal log in credentials and any deadlines set by the authorizing office. The customer is responsible for entering student attendance and populating the student data required for accurate reporting such as: entry date, exit date, class enrollment, attendance, and LCFF eligibility.

To alleviate the task of producing supplemental reports, CSMC can aid in interpreting the requests and pulling reports from the SIS. Customer must submit a ticket to the CSMC Help Desk to request this type of assistance.



### 3.12 LOCAL DATA REQUESTS

Local county or district offices may request student data from time to time and the complexity of the requests often vary from a simple export of student demographics to cross table comparison reports. CSMC can provide you with extracts of what is available in your SIS, however, some requests may involve merging data from multiple systems into one cumulative summary report. In these cases, CSMC will extrapolate and provide you with the information you need in a workable format.

The school will remain responsible for merging the data from the other systems and submitting the report to the requester. Due to the time- consuming nature of completing such data merge projects CSMC can aid in performing VLOOKUP's, pivot tables, and charts as an add-on service (See Data Entry Add-On Services).

### 4.0 GENERAL ASSUMPTIONS

The commitments in this agreement are based upon the following assumptions:

1. Scheduled holidays will be included in the Service Level Agreement in which the Help Desk will be unavailable or will operate in a reduced capacity (e.g., no phone support).
2. Periodic database and application maintenance will occur throughout the year both during "off- hours" (e.g., 12 am to 5 am) and rarely during normal operational hours.
3. All planned service or software outages will be communicated via email to the school.
4. Changes in Customer's staffing will be communicated immediately to CSMC so that at least one Primary Point of Contact is always maintained.
5. The initial setup of your School will take several days of work on the part of the school leadership. Adequate time should be set aside to review the documents provided, complete the worksheets, and submit the information to CSMC well in advance of the first day of school. Customer should expect a considerable amount of "back-and-forth" until the systems are set up properly.
6. Implementation services will be delivered remotely as a standard. Any travel costs related to implementation project will be invoiced and paid by customer.
7. Direct services related to CSMC financial services (e.g., Payroll, accounts receivable/payable, Human Resources, etc.) are explicitly NOT covered by this Help Desk Service Level Agreement.



8. Customer must identify a Primary Point of Contact ("PPC"). This person will be CSMC's primary contact, available throughout the contract term, to assist in any implementation tasks required for the setup and maintenance of each system.
9. Customer will provide data and information requested in a timely and efficient manner and work cooperatively with CSMC during setup and configuration of all schools.
10. Customer should expect to spend several hours each day maintaining the basics of their SIS at the school level (e.g., taking attendance, lunch counts, updating student and parent data, etc.). In no way does CSMC replace the need for on-site, daily support for SIS and the need for a single Primary Point of Contact (e.g., your office manager).
11. Customer's Primary Point of Contact should have adequate (e.g., beyond basic) technical skills. For instance, they should be able to email files, convert files from Excel to .txt files, be able to retain usernames and passwords for sites, bookmark web pages, use Microsoft Excel/Word, and be able to routinely conduct basic computer tasks.
12. Customer will provide or have available a working land-line telephone with conference calling (e.g., speakerphone) capabilities for training sessions and webinars.

## 5.0 LIMITATIONS & EXCLUSIONS

This SLA and any applicable Service Levels do not apply to any performance or availability issues:

- Due to factors outside CSMC's reasonable control
- Due to missing and/or incorrect content in the Customer's student information or student assessment systems
- Due to interdependencies
- Due to resource constraints and/or school priorities
- Due to a payment or service 'Hold'

## 6.0 CRITICAL SUCCESS FACTORS

### 6.1 CHANGING NEEDS

At CSMC we know that our success in resolving support issues directly impacts your success and vice-a-versa; if your school is successful, we hope to be retained as your student data services support provider.

As a result, we approach each problem as an opportunity to support your school and make you successful. We have a very strong track record of success but cannot resolve 100% of all issues that come across our Help Desk.





Some problems may fall out of the scope of this Service Level Agreement or outside the scope of our internal expertise. We will, however, endeavor to resolve each issue that comes before us as time and resources allow.

## 6.2 SETTING CLIENT EXPECTATIONS

We also know from experience that Customers who were led to believe that the Help Desk was going to provide direct services that fall outside of the scope of our Service Level Agreement will leave disappointed.

Therefore, it is imperative that Customer's leadership team and specifically the Primary Point of Contact understand, acknowledge, and agree to the provisions of this document.

## 6.3 COST EFFECTIVE OPERATIONS

From time to time the Help Desk personnel may "push-back" with suggestions on less expensive or in-house solutions to Customer's requests for fee-based "Add-On Services" to maintain a cost-effective program. Add-On Services exist because the need is there, but they also represent internal costs to the Help Desk that we must cover through additional charges.

## 6.4 SAFEGUARDING CONFIDENTIALITY OF DATA

Unauthorized access by an outside hacker or a disgruntled employee can cause serious damage or destruction to confidential student data and turn out to be a huge headache.

Our Authorized Technical Contact policy is the best countermeasure to safeguard your data. We hope that you view this policy to better protect your school from data loss and/or unsolicited manipulation of your school's configuration.

The last thing we want to happen is for the wrong person to gain access to your school's confidential data. Such a policy is imperative to prevent unwarranted access to your SIS and modification to system settings without prior administrative approval.

## **7.0 COMPLIANT ESCALATION & RESOLUTION PROCEDURES**

### **Registering a formal complaint.**

All complaints relating to the operation of the Student Data Services, including:

- Expected level of support
- Actual support offered and delivered
- Personnel responsible for providing or administering support



- Any other issue relating to this document of the relationship between CSMC and Customer

Received by either party will be forwarded in writing and distributed concurrently to the signatories of this document. The intent is to ensure thorough, timely and open resolution of all such problems.

## **8.0 PROCEDURE FOR REQUESTING EXCEPTIONS TO STANDARDS OR POLICIES**

The following process will be followed if additional services to this SLA are required or desired.

### 8.1 A PROJECT CHANGE REQUEST (PCR)

A Project Change Request (PCR) will be the vehicle for communicating change. The PCR must describe the change, rationale for the change and the effect the change will have on the project.

### 8.2 PCR REVIEW

CSMC will review the proposed change and recommend it for implementation or reject it. A PCR must be signed by the authorized Customer to authorize the quote for additional services.

If the Customer accepts additional services and charges, a change to the original purchase order or new purchase order is required.

## **9.0 CRITICAL REPORTING DEADLINES**

### SEPTEMBER

- Charter 20 Day<sup>1</sup>

### OCTOBER

- Charter 20 Day<sup>1</sup> (continued)
- First Wednesday of October: Census Date
- Last day of October: CBEDS Deadline

### DECEMBER

- Mid-December: CALPADS Fall 1 Submission Deadline
- P1 Report Due<sup>1</sup>

### FEBRUARY

- Late-February: CALPADS Fall 2 Submission Deadline
- Early February: CALPADS Fall 1 Amendment Window Deadline

CSMC



## MARCH

- Late-March: CALPADS Fall 2 Amendment Window Deadline

## APRIL

- P2 Report Due<sup>1</sup>

## JUNE

- P-Annual Report Due<sup>1</sup>

## JULY

- Mid-July: CALPADS EOY Submission Deadline

## 10.0 UNSUPPORTED TASKS

1. CSMC does not evaluate the performance of school personnel.
2. CSMC does not grade student work, or evaluate student performance, etc.
3. CSMC does not take daily student attendance.
4. CSMC does not monitor the lunch process (e.g., who has paid, not paid, eligible for free/reduced, etc.).
5. CSMC does not offer project management for IT tasks that fall outside the items specifically identified in this service level agreement.
6. CSMC does not provide copy (e.g., written documents) for school web sites.
7. CSMC does not complete data entry tasks. Example of a data entry task includes transferring data from paper enrollment forms, emergency card information, or immunization information into your SIS. CSMC can however provide this level of support through our Add-On Services.
8. Direct mobile application support for parents (e.g., iPhone app, iPad app). While CSMC can perform the initial set-up /access to these services, we do not offer direct support for parents or students in using these mobiles services.
9. CSMC does not define your master schedule. CSMC does not provide direct services for determining the course and section offerings, teacher qualifications, and appropriate placement of students. This is an activity reserved for School Leadership and Certificated/Credentialed teachers and administrators.
10. CSMC does not perform student scheduling on behalf of schools. Scheduling and mass enrolling students into sections is taught during the initial administrator training.



## **11.0 ADD-ON SERVICES**

### **Add-On Services Billing**

Add-On Services are invoiced upon completion of each deliverable on the last day of the month it was completed.

All Add-On Service invoices shall be paid immediately upon receipt of the invoice. (The terms are NOT Net 30).

#### **A. Custom PowerSchool HTML Page Development - \$95/hr.**

Don't like the way some of the pages within PowerSchool look by default? Want to change the coding on any page? If so, we can customize PowerSchool to meet your needs.

Requests for customization will be evaluated to ensure that it falls within the constraints of PowerSchool and are billed at an hourly rate of \$95.

#### **B. Custom PowerSchool Common Core/Standards Based Report Cards**

**Option A:** CSMC Provided Standards and CSMC Provided Report Card Template

Setup Fee: \$100.00

Price per Grade Level: \$300.00

##### **CSMC Provided Standards**

CSMC will provide a complete list of common core standards and you will have the option to associate applicable standards to courses of your choice.

Limitations include not being able to remove any parent standards or add any standards outside of the original list provided.

##### **CSMC Provided Report Card Templates**

CSMC provided report card templates cannot be edited other than the school's name, address, reporting terms, logo, and title.

Any additional modifications will require the purchase of School Provided Custom Report Card Templates.

**Option B:** School Provided Standards & Report Card Template

Setup Fee: \$100.00

Price per Grade Level: \$450.00



### **School Provided Standards**

CSMC will provide an import spreadsheet and a guide. CSMC will offer guidance and support, but the customer is ultimately responsible for the completion of the import spreadsheet.

### **School Provided Custom Report Card Templates**

The customer is responsible for the formatting, design, and layout of each report card template. The customer must provide a FINAL "print-ready" PDF or JPEG document for each unique page.

CSMC will not make any edits to the templates provided and will begin work immediately upon receiving the templates. Any requested changes to the template after the project begin will be subject to modification fees at an hourly rate of \$150/hr billed in addition to the overall cost of the report card project.

### **Turnaround Time**

The standard turnaround time for any report card project is 4-6 weeks upon receipt of a signed "Report Card Service Agreement" and final print ready custom report card templates. Changes or delays in getting CSMC the custom report card templates will further postpone the completion of this project. Your timeliness is greatly appreciated.

### **Rush Service**

Customers may have the option to request a "rush service" for a 2-3-week turnaround for an additional fee of \$500.00. Please inquire about "rush service" availability. We will do our best to approve this option if requested however we do reserve the right to deny a "rush service" request.

### **C. SIS Data Entry Services \$95/hr**

CSMC can assist with certain data entry tasks on an as needed basis for an hourly fee of \$95 which varies depending on the scope of the data entry project.

- Enrollment Forms
- Emergency Card Information
- Historical Grades
- Historical Attendance
- Fees
- Immunizations
- Test Scores
- Local Data Requests



- Student Scheduling

#### **D. Additional On-Site PowerSchool Training**

To ensure your school or district success, we include (1) on-site Administrator training and (1) on-site Teacher training during your initial contract year. For each subsequent year additional on-site trainings can be purchased through this request form.

#### **Pricing:**

Within 150 miles of our Los Angeles office (91506)

- Admin Training (4 hours): \$500
- Teacher Training (2 hours): \$500
- Custom Half Day Training (Up to 4 hours): \$500
- Custom Full Day Training (4-8 hours): \$1,000

More than 150 miles from our Los Angeles office (91506)

- Admin Training (4 hours): \$1,000
- Teacher Training (2 hours): \$750
- Custom Half Day Training (Up to 4 hours): \$1,000
- Custom Full Day Training/Visit (4-8 hours): \$1,500

Note: For an onsite training request that is more than 150 miles from our LA office a 4-week advance notice is required from the preferred training date entered on this form.

#### **E. PowerScheduler Load Process (\$2500)**

PowerScheduler is a powerful tool that can schedule most your students. Based on your finalized master schedule, a successful run of this feature can schedule 70%-90% of your students.

Using this feature requires at least one project manager to continually enter, manage and maintain the data in PowerScheduler at least 2-3 months before the end of your current school year.

CSMC will provide the school assigned project manager(s) the resources and (1) full day on-site training in achieving the highest percentage possible of students being scheduled while mitigating the need to manual scheduling your students to a minimum. CSMC will also provide continued support and guidance via the Help Desk.



Currently we do not offer support services for the PowerScheduler Build Process and for schools with less than 500 students.

**F. Custom PowerSchool Reports - \$95/hr**

Having trouble finding the perfect report in PowerSchool that fits your school's needs? We can help build the reports that you need to be successful with running your school! PowerSchool stores a wide variety of data related to your school.

Figuring out where all your data is stored and retrieving it into a custom report can be very difficult for the typical school staff member.





## Master Services Agreement Between CSMC & IFTIN Charter School

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This Master Services Agreement ("Agreement") is entered into as of **July 01, 2022** ("Effective Date"), by and between Charter School Management Corporation ("CSMC"), and IFTIN Charter School ("Charter School" or "Client"), for CSMC's provision of back-office services to Charter School on the terms set forth herein:

1. **Term:** The term of this Agreement shall be from the Effective Date until June 30, 2025 (the "Initial Term"). This Agreement shall automatically renew for consecutive additional 3-year terms unless either party provides written notice of non-renewal to the other at least 90 days prior to the expiration of the then- current term (each, a "Renewal Term"). The Initial Term and any Renewal Term(s) are referred to as the Term.
2. **Services:** CSMC shall perform the services set forth in Scope of Services attached hereto and incorporated herein, which may include finance and accounting, payroll and human resources support, business consulting, board meeting support, facilities guidance, compliance, and charter development and grants administration support services. Upon mutual written agreement, the parties may modify the scope of Services by revising Scope of Services at any time.
3. **Excluded Services:** Other than the Services set forth in Scope of Services, CSMC is not responsible for any other services, unless mutually agreed to in writing. Examples of excluded services include, but are not limited to, legal services or legal costs, technology installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant-writing or fund-raising, hiring, meetings with outside parties (e.g., the Charter School Board or authorizer) beyond those meetings required to accomplish the Services, Special Education administration, testing, assessment, compliance with the Every Student Succeeds Act, compliance with government grant requirements, audits, attendance accounting, employee performance reviews, Student Information Systems support, and other outside professional services costs ("Excluded Services"). If the Charter School wishes to obtain Student Information Systems support, the parties shall enter into a supplemental service level agreement that outlines the parameters of all student data services.
4. **Compensation:** In exchange for CSMC's provision of the Services, Charter School agrees to pay as follows:





- a. **Services Fee:** CSMC does not solely base its fees on the number of students at a charter school. Instead, it provides an economic, tailored flat rate that is a result of CSMC's discussion with the school about its specific needs. The fee for Services for Charter School shall be as set forth in Scope of Service ("Services Fee"). This Services Fee shall apply to the provision of Services starting **July 01, 2022**
  - i. **Revision of Services Fee During Term:** Upon mutual written agreement, the parties may modify the Services Fee by revising Scope of Services at any time, e.g., to reflect an agreed-upon change in the scope of Services. CSMC also closely tracks the hours it spends on performing the tasks for Charter School. If at any time CSMC or Charter School believes the Services Fee does not accurately reflect the amount of work and resources expended by CSMC, the parties shall enter good faith discussions to increase or decrease the Services Fee.
- b. **Rate for A La Carte Services:** Should Charter School desire a la carte services at any time during the Term, CSMC would be pleased to provide such a la carte services subject to CSMC's capacity and written agreement. A la carte services shall be provided at the Discounted Fee Rate described in subsection 4.b above unless the parties mutually agree on another rate.
  - i. The A la carte services may include grant-writing (e.g., PCSGP), any in-person board attendance beyond 24 hours in a year, drafting new and renewal charter petitions, facility acquisition and lease negotiation support, charter revocation and notice compliance support, and implementation of computer systems.

For services work, CSMC shall send invoices and all fees due to CSMC must be received by CSMC within **30** days of the date of invoice. CSMC reserves the right to suspend the provision of Services in the event an invoice is **30** days past due.

Additionally, CSMC retains the right to assess a **1.5%** per month (**18%** per annum) late charge or the maximum legal rate of interest, whichever is less, on unpaid balances that are over **30** days past due.

Charter School shall reimburse CSMC for all reasonable costs incurred, including reasonable attorney's fees, in collecting past due amounts owed by Charter School.



5. **Charter School Obligations:** In addition to the obligations listed in Scope of Services, Charter School shall be responsible for the following:
- c. **Timely Submission of Information:** To provide the Services, CSMC relies on Charter School to provide timely, accurate and complete information, and to cooperate reasonably with CSMC. CSMC shall not be responsible for any missed deadlines if Charter School and/or Charter School's contractors (e.g., auditors) fails to timely provide necessary information and materials to CSMC. A submission is timely under this Agreement if CSMC, in its sole discretion, determines it has sufficient time to complete its required tasks.
  - d. **Right to Rely:** CSMC has the right to rely upon the truthfulness, completeness and accuracy of the information and data provided by Charter School, its directors, officers, employees, and agents. CSMC shall not be expected to, and Charter School may not rely on CSMC to, discover and disclose errors, fraudulent financial reporting, and misappropriation of assets, or illegal acts that may exist at one or more schools or offices operated by Charter School. Charter School understands and agrees that CSMC has no responsibility to identify and communicate deficiencies in Charter School's internal controls as part of CSMC's provision of Services under this Agreement.
  - e. **Notice of Material Changes:** Charter School shall immediately inform CSMC of any material change in Charter School or Charter School's operations that might impact CSMC's ability to provide the Services under this Agreement.
  - f. **Compliance:** CSMC's services will assist Charter School's back-office operations, but CSMC shall not be responsible for auditing Charter School's information and operations for completeness and compliance. Charter School is solely responsible for adopting and adhering to reasonable policies and procedures, and for ensuring the Charter School remains in compliance with all applicable rules and regulations, its charter(s) and any MOUs or other contracts, and sound fiscal operations.
  - g. **Direction:** Charter School acknowledges that by providing the Services, CSMC performs an advisory and task-related function, and therefore provides the Services at the direction of Charter School. Charter School retains ultimate decision-making authority on the execution of agreements, transactions and payments, and the determination of rights, processes, controls, and obligations rests entirely in the discretion and control of Charter School. The Charter School is responsible for attendance tracking and reviewing employee performance.



6. **Document Retention:** Charter School shall be responsible for providing CSMC with all records pertinent to the Services, including information stored electronically such as e-mails and other computerized records. Charter School agrees to retain, and not destroy, such records for the duration of any period mandated by applicable laws. CSMC shall retain its files for 3 years or may return them to Charter School, after which time CSMC shall destroy its files unless Charter School requests in writing that CSMC retain files for shorter or longer retention period.
7. **No Legal Services:** Charter School acknowledges and agrees that CSMC does not provide legal services or licensed accounting services, and such licensed professional services are not included within the services which CSMC may provide under this Agreement. Charter School agrees to consult a lawyer and/or licensed accountant if Charter School seeks legal or accounting advice, and shall not rely on CSMC for such advice, consultation, or services.
8. **Support Regarding Charter Notices and Revocation:** Unless expressly included within the Services or otherwise mutually agreed upon by the parties, CSMC shall not be responsible to perform any services related to any charter revocation, notice to cure, notice of concern or related notices, and CSMC shall not be responsible for performing any services related to any closure of any school operated by Charter School.
9. **Limitation of Services:** CSMC cannot guarantee that the Services it provides under this Agreement will yield the results sought by Charter School. CSMC will use good faith efforts in providing Services to secure the reasonable objectives sought by Charter School during CSMC's performance of its Services under this Agreement. Charter School understands and agrees that it is retaining CSMC to perform only those Services defined herein and in Scope of Services. Charter School agrees that CSMC will have no liability for, or indemnity obligations arising out of, CSMC's provision of any services, task or work not included within the definition of Services.
10. **Limitation of Liability:** The parties agree that CSMC's liability for all claims, damages, and costs (including legal fees) of the Charter School arising from this Agreement is limited to the amount of fees paid by the Charter School to CSMC for the services rendered under this Agreement. In addition, Charter School expressly agrees to waive (among other damages) all punitive and exemplary damages in any proceeding.
11. **Limitation of Liability for Referral:** The Services which CSMC is required to perform under this Agreement do not include referring Charter School to any other service provider, person, or company. If CSMC is asked and elects to make a referral, Charter School acknowledges and agrees that Charter School shall be solely responsible for interviewing,



researching, and retaining any such service provider, person or company, and Charter School shall rely on its own assessment in making any hiring decision. CSMC does not warrant or guarantee the services, work or results of any service provider, person, or company which CSMC may refer to Charter School.

12. **Employee Recruitment Restriction:** Charter School recognizes and acknowledges that CSMC expends considerable time and effort and incurs substantial costs in recruiting, training, and retaining qualified personnel. Charter School agrees to not hire as an employee or independent contractor, either directly or indirectly, any employee of CSMC, who has provided services to Charter School under this Agreement, during the term of this Agreement and for period of **30** months after such person's termination of employment with CSMC. Charter School agrees that a breach of the foregoing restriction would cause irreparable harm to CSMC's business, and the damages therefrom would be difficult if not impossible to measure. Consequently, if Charter School breaches this provision, Charter School agrees to pay to CSMC an amount equal to **30%** of the individual's projected annual compensation from CSMC.
13. **Governing Law and Dispute Resolution:** This Agreement shall be construed in accordance with the laws of the State of **CA**. CSMC, and Charter School agree that all disputes or controversies of any nature relating to or arising at any time under this Agreement or otherwise in connection with the rights and obligations under this Agreement shall be resolved by binding arbitration, which shall constitute the sole forum for any disputes between the parties to this Agreement. This means by signing this Agreement, each party is waiving the right to take court action and is waiving the right to a jury. Each party also agrees to, and hereby does, waive any right to compel the other party to participate as a defendant, cross-defendant or in any other capacity in any court action, including any action for indemnity. Arbitration shall be governed by the JAMS Comprehensive Arbitration Rules and Procedures conducted in California. The parties to this Agreement further agree that any arbitration demand must be filed with JAMS within 12 months from the time of any breach of this Agreement, and that any claim commenced or filed after that time shall be time - barred as a matter of law.

**14. Termination:**

- h. Either party may terminate this Agreement for breach of a material term or condition of this Agreement upon **90** days written notice to the other party. Such written notice shall specifically identify the breach and provide **30** days to cure. Upon



any termination under this section, Charter School shall pay CSMC for all services rendered by CSMC prior to the effective date of termination.

- i. CSMC may terminate this Agreement immediately upon written notice and without liability in the event: *(i) Charter School, in CSMC's reasonable judgment, violates any of its obligations described in Section 4. Upon any termination under this section, Charter School shall pay CSMC for all services rendered by CSMC prior to the effective date of termination, and Charter School shall also pay CSMC for all costs resulting from such early termination, such as costs related to demobilization.*

15. **Insurance:** Charter School represents and warrants that it has obtained property general liability insurance, workers compensation insurance, automobile insurance (to the extent applicable), and insurance coverage for negligence, errors and omissions/educators' legal liability, abuse and molestation, and employment practices liability as may be required and in amounts as set forth in its charter(s).

16. **Indemnification:** Charter School shall indemnify CSMC and hold harmless its directors, officers, employees, and agents from and against all actions, claims, damages and losses, including attorney's fees that may arise out of or in any way result from the negligent or intentional acts, errors, or omissions of Charter School. To the extent that Charter School properly directs CSMC, and to the extent that CSMC fails to properly perform the Services, CSMC shall indemnify and hold Charter School and its officers and employees harmless from and shall defend at its own expense all claims, demands, or suits at law or equity arising in whole or in part, but only to the extent that they arise from CSMC's active negligence or express breach of its obligations under this Agreement. Nothing in this Agreement shall require CSMC to indemnify Charter School against claims, demands or suits based upon intentional or negligent acts of Charter School, its agents, officers, or employees.

17. **Proprietary Information:** The parties acknowledge and agree that during this Agreement they may have access to certain information proprietary of each other, which may include but is not limited to trade secrets, policies, procedures, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information, and employee information (collectively, the "Proprietary Information"). Each party's Proprietary Information shall be and remain the sole property of that party at all times. Each party shall maintain the confidentiality of all Proprietary Information to the extent applicable and shall not divulge such information to any third parties, except *(i) as may be necessary for the discharge of its obligations under this Agreement and (ii) as required by law.* Each party



shall take reasonable precautions against disclosure of any of the other party's Proprietary Information to unauthorized persons by any of its officers, directors, employees, or agents. If either party receives a request for disclosure of the other party's information, including Proprietary Information, (whether pursuant to a CA Public Records Act request or otherwise), the party that received the request shall provide the other party with prompt notice of the request. Each party agrees to keep all communications and work product confidential to the extent allowable by law.

18. **No Joint Venture:** The parties acknowledge that they will not hold themselves out as an agent, partner, or co-venturer of the other and that this Agreement is not intended and does not create an agency, partnership, joint venture, or any other type of relationship except the contract relationships established herein. CSMC shall be free to provide similar services for other clients.
19. **Parties Are Sole Obligor:** This Agreement is entered into by the Charter School for itself alone and not on behalf of, or as an agent for, any other entity, agency, school, or school district. Any obligation of the parties to this Agreement is and shall remain the sole responsibility of the parties. CSMC agrees that no employee, executive, officer, or director of Charter School shall be personally liable for payment or any breach of this Agreement, and that CSMC may only look to Charter School for payment or performance of the obligations required under this Agreement. Likewise, Charter School agrees that no employee, executive, shareholder, officer or director of CSMC shall be personally liable for payment or any breach of this Agreement, and that Charter School may only look to CSMC for payment or performance of the obligations required under this Agreement. In addition, CSMC will be providing Services only to Charter School under this Agreement and will not be required to perform work or services to any company or person affiliated with Charter School.
20. **Communication Between Parties:** Charter School will direct all communication to the CSMC Account Manager and/or the School Business Manager. CSMC will direct all communication to Charter School's designated primary contact defined in the Notice section below.
21. **Notice:** All notices, requests, offers or demands or other communications (each, a "Notice") given to or by the parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the party to whom Notice is to be given, by electronic mail at the address below, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the party to whom Notice is to be given, at such party's address set forth



below, or such other address for such party as shall be specified in a Notice given in accordance with this Section.

CSMC	IFTIN Charter School
CSMC 43460 Ridge Park Dr. Temecula, CA 92590 slanni@csmci.com Attn: Sandro Lani	IFTIN Charter School 5465 El Cajon Blvd. San Diego, CA 92115 yussuf@iftincharter.net Attn: Maslah Yussuf

22. **Headings:** The descriptive headings of the sections and paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.
23. **Assignment:** Charter School shall not assign this Agreement, any interest in this Agreement, or any of its rights or obligations under this Agreement without the express prior written consent of the CSMC. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns. CSMC reserves the right, in its sole discretion, to subcontract Services to qualified subcontractors.
24. **Entire Agreement:** This Agreement, including its attachments, constitutes the entire agreement between the parties with respect to the subject matter contained herein and supersedes all agreements, representations, and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.
25. **Compliance with Laws:** Each party agrees to comply with all applicable laws in connection with the performance of such party's obligations under this Agreement and the operation of such party's business. As used herein, "law" means any federal, state, local or foreign law, statute, ordinance, franchise, permit, concession, license, write, rule, regulation, order, injunction, judgment, or decree.
26. **Amendments:** No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both parties.
27. **No Waiver:** No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.



28. **Severability:** If any provision of this Agreement is invalid or contravenes CA law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

29. **Counterparts - Electronic Signatures:** This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed copy or .PDF copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

*Please note that CSMC does not provide legal services and all work should be reviewed by Charter School's legal counsel as appropriate. Please also note that we will review and possibly revise these fees after the first year if there are appreciable student enrollment changes.*

Charter School Management Corporation	IFTIN Charter School
Name: Sandro Lanni	Name: Maslah Yussuf
Title: President	Title: Executive Director
Date:	Date:
Signature:	Signature:



## **BACKGROUND INFORMATION:**

In cases when a Local Education Agency has exhausted all means to recruit fully credentialed applicants for a specified area (i.e., Special Education, Science, Mathematics, Bilingual, and English Learner), the LEA may recruit individuals who are working towards a particular credential and apply for an internship credential, waiver of certain sections of Division VIII of Title 5 California Code of Regulations, Limited Assignment Permit or for an emergency permit. The internship credential, waiver and/or Limited Assignment Permit or emergency permit will ensure that there is continuity in the educational program. The Legislature has authorized the California Commission on Teacher Credentialing (CCTC) to approve requests to waive laws or regulations governing educator preparation and licensing, provided the LEA can establish the need to do so. Having the CCTC act on internship credentials and waivers will enable them to ensure that educators are on track to obtain the credential/certificate being sought. District requests for internship credentials and waivers are submitted individually to the CCTC via the San Diego County Office of Education. As a result of this legislation, LEAs must file with the CCTC an annual Declaration of Need for Fully Qualified Educators (Exhibit), which can be amended as needed, as opposed to an individual Statement of Need. On this "Declaration of Need" it is necessary to identify the anticipated number of emergency permits needed by the LEA for the 2022-2023 school year.

While we do not anticipate hiring any individuals not fully credentialed to serve in many classrooms, there may exist a need to hire Special Education Teachers and other hard to fill vacancies in Math, Science, and ELD with individuals who may require/qualify for Internship Credentials, and possibly teachers who will need Limited Assignment Permits.



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 1900 Capitol Avenue  
 Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Iftin Charter School District CDS Code: 37-10371-0108548

Name of County: San Diego County CDS Code: 37-10371-0000000

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/24/2022 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Mastah A Yussuf \_\_\_\_\_ [Signature] \_\_\_\_\_ CEO  
Name Signature Title

\_\_\_\_\_ (619) 519-0125 \_\_\_\_\_  
Fax Number Telephone Number Date

5465 El Cajon Blvd. San Diego CA 92115  
Mailing Address

Yussuf@iftincharter.net  
E-Mail Address

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_



# **Universal Prekindergarten Planning and Implementation Grant Program and Plan**

**Iftin Charter School**

**Tuesday, June 21, 2022**

## **Universal Prekindergarten in California**

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

## The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships.<sup>1</sup> It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

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<sup>1</sup> In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (*EC Section 8281.5*).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (*EC Section 46120*).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

## Planning Development and Sections

The UPK Planning has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This plan includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.<sup>2</sup>

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.<sup>3</sup>

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment

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<sup>2</sup> See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

<sup>3</sup> The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

3. Focus Area Planning
  - a. Vision and Coherence
  - b. Community Engagement and Partnerships
  - c. Workforce Recruitment and Professional Learning
  - d. Curriculum, Instruction, and Assessment
  - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

July 31, 2022.

## **Key Considerations**

### **Transitional Kindergarten Implementation Timeline**

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (*EC 48000*[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.



**Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year**

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
<b>Eligibility</b>	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
<b>Ratios</b>	Not specified	1:12	1:10**	1:10**	1:10**
<b>Class Size</b>	24	24	24	24	24

\* average class size across the school site

\*\* Subject to future legislative appropriation

**Full-Day, Extended Learning and Care**

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

# UPK Plan

## Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Iftin Charter School	Maslah Yussuf CEO	yussuf@iftincharter.net	619-519-0125

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)?

No.

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

Not applicable

## Next Step A M.A.P Program Inc. Youth Fitness Program Agreement

This agreement is by and between Next Step A M.A.P Program (Next Step (DBA) Be Utmost), a California Nonprofit Corporation and Iftin Charter School (ICS), effective August 30, 2022, until June 12, 2023. This agreement services as the entire agreement between both parties.

1. Next Step is a youth based organization that will provide its Be Utmost Youth Fitness Program to Iftin Charter School.
2. Next Step will provide its Be Utmost Youth Fitness Program with trained, qualified Youth Fitness instructors on the grounds of Iftin Charter School.

Iftin Charter School will receive its BU Youth Fitness Program starting Monday, August 30, 2022, through Thursday, June 12, 2023. All grade levels will be served Monday, Tuesday, Wednesday, and Thursday during their scheduled time.

1. Iftin Charter School will retain primary custody of and responsibility for its students at all times during the Enrichment Program hours.
2. Iftin Charter School will compensate Next Step Inc. for their BU Youth Fitness Program

as follows:

- \$60,000 on the calendar year
- Iftin Charter School will be billed a flat rate of \$6,000 monthly
- ICS will receive weekly programing:
  - Youth Fitness (536.25 hours of PE)
  - State Fitness Testing (PFT)
  - Semester Grading for all grade levels
  - 2 Fitness Instructors

3. Next Step A M.A.P Program agrees to defend, indemnify, and save free and harmless Iftin Charter School its officers, agents and employees against any and all losses, injuries, claims, actions, causes of action, judgment, and liens arisen from, or alleged to have arisen from Next Step A M.A.P Program 's, its officers, employees, agents, performance or lack thereof, under this Agreement.

## **Next Step A M.A.P Program Inc. Youth Fitness Program Agreement**

4. Iftin Charter School agrees to defend, indemnify, and save free and harmless Next Step A M.A.P Program Inc, its officers, agents and employees against any and all losses, injuries, claims, actions, causes of action, judgment, and liens arisen from, or alleged to have arisen from Iftin Charter School, its officers, employees, agents, performance or lack thereof, under this Agreement.

5. For purposes of this agreement, liaisons of the parties shall be:

### **Next Step A M.A.P Program Inc.**

Rajive Otah, President

619-471-4757

rotah@beutmost.org

### **Iftin Charter School**

Maslah Yussuf, CEO

619-265-2411

Yussuf@iftincharter.net

Wilder Felusme, Vice President

619-634-7336

wfelusme@beutmost.org

8. This agreement shall terminate on June 14, 2023, unless extended in writing by the parties. This agreement is the entire and complete agreement between both parties (Next Step A M.A.P Program Inc & ICS), superseding all prior and contemporaneous agreement, representations and promise, whether oral or in writing. Breach of contract will result in plenty of fees charged to clients unless arranged in writing by both parties. Client will pay fifty percent of the total compensation due, minus any payments already received. Time is out of the essence, as this agreement is subject to the laws of the State of California. Next Step can be reached by mail at 4193 University Avenue, San Diego, California 92165, United States, for any documentation matters.

**Next Step A M.A.P Program Inc. Youth Fitness Program Agreement**

**Maslah Yussuf, CEO**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Name (Print): \_\_\_\_\_

**Next Step A M.A.P Program Inc. Official**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Name (Print): \_\_\_\_\_

**FY2022-23 RFP Vended Meals Summary**

IFTIN CHARTER, released RFP and invited experienced vendors to submit responsive proposals in compliance with the specifications contained in a Request for Proposal (RFP) for Vended food service.

**RFP Timeline**

First Public Notice May 17, 2022

Second Public Notice May 24, 2022

Respondent Question Submission Deadline May 27, 2022

SFA Provides Answers May 30, 2022

**Deadline for Submission of Sealed Proposals 10:00 AM Friday, June 3, 2022**

Proposals Evaluated June 6 – 8, 2022

Sampling/Product presentation June 9 & 10, 2022 (as needed)

Anticipated Contract Award Notification Date June 24, 2022 (for August 1, 2022 start)

**3 bids were received. 2 responsive bids were received and 1 were renewal.**

**All Bids Received**

Vendor	Date Submitted	Vendor Correspondence Dates	Proposal Responsive	Proposal Disqualified
Top Notch Catering	5/31/2022 (Renewal)	n/a	Yes	No
African Spice	6/3/2022	5/27/2021	Yes	No
Fatimas Pizza and Bakery	6/3/2022	5/27/2021	Yes	No

*Table 1*

## **Scope of Work**

The Vendor will Supply MEALS to ICS that comply with the nutrition standards established by both, the United States Department of Agriculture (USDA), and the California Department of Education-Nutrition Division (CDE), for the Food Based Menu Planning (FBMP) for Breakfast, Lunch, and Snack Meal.

## **Sampling/Product Presentation**

2 Vendor to prepared a short presentation to explain how the selected food items were sourced, cooked, prepared, packaged, and how it will be transported to Iftin Charter School site.

**Evaluation Criteria:** Used to evaluate responses.

SCORING FACTOR		TOTAL POSSIBLE SCORE	African Spice	Fatimas Pizza and Bakery
Cost of Meals	Price:Score 45 points to lowest bidder 40 points to next lowest bidder 30 point to next bidder	45	45	40
Ability to provide higher level nutritious means	Score 1-5 Example: 1 for no perceived ability, 3 meets needs, 5 exceeds	5	4	5
Food Variety	Review sample menus provided by vendors in bid documents Score 1 - 5 1 for little to no variety and 5 for greatest variety	5	4	4
Adequate Facilities	Approved license certification that facilities meet all applicable state and local health safety and sanitation standards. This is a meet or not score. Score 5 for yes / score 1 for no	5	5	5
Previous Experience	Services provided of similar nature and scope. Example: 1 little or no school experience, 3 some school experience, 5 heavy school experience	5	1	1
Transportation Capability, Sanitation, packaging, and temperature control in transit		5	5	5
Food Samples. Taste Test	Scored in separate blind review. Scores to be combined after completion of all scoring	20	12	14
Culturally Relevant foods	Review sample menus provided by vendors in bid documents Score 1 - 5 1 for little to no variety and 5 for greatest variety	10	8	10
	<b>TOTAL</b>	<b>100</b>	<b>84</b>	<b>84</b>



**CONTRACT EXTENSION**

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED  
 1 Pages

Renewal (Extension Number)	Agreement Number (Base year)
<b>2021</b>	

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

**SCHOOL FOOD AUTHORITY'S NAME**

Iftin Charter School

**FOOD SERVICE MANAGEMENT COMPANY'S NAME**

TopNCatering LLC

2. Base year contract term: Effective date: July 1, 2021 Expiration date: June 30, 2022



Extension year: 2022-2023 Effective date: July 1, 2022 Expiration date: June 30, 2023

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:  
 \$ (maximum dollar amount) \$

4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: **(Note: This section is used to indicate the current cost per meal. Please include your cost per meal table.)**

Section C of the Base Agreement is modified as follows:

Meal Type	Fee Per Meal	Annual Meals(EST)	Annual Cost(Est)
Breakfast	\$2.08		\$
Lunch	\$3.30		\$
Snack	\$1.03		\$

<b>FOOD SERVICE MANAGEMENT COMPANY</b>	
CONTRACTOR'S NAME <i>(If other than an individual, state whether a corporation, partnership, etc.)</i> TopNCatering LLC	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING	
ADDRESS 6190 Fairmount Ave Suite G, San Diego, CA 92120	
<b>SCHOOL FOOD AUTHORITY</b>	
SCHOOL FOOD AUTHORITY NAME Iftin Charter School	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING	
ADDRESS	

## INSTRUCTIONS FOR USE:

1. Enter renewal number (also known as extension number). The contract can only be extended four times. Indicate the extension by entering 1 for year 1 of the extension from the base year or 2, 3 or 4.
2. Enter agreement number. Every agreement (contract) should have a number assigned to identify that contract. If there is not an agreement number, identify the contract by the year of the contract also known as base year.
3. Item 1: Enter the contractor's and the school food authority's name.
4. Item 2: Enter the base year terms and the current extension terms. The term is the effective and expiration dates.
5. Item 3: Enter the maximum dollar amount.
6. Item 4: Indicate **the current cost per meal**. Include the cost per meal table.
7. The contractor's and school food authority's authorized signer should be identified, and signatures provided.



African Spice Sambusa  
6197 University Ave Unit A  
San Diego, CA 92115

EIN: 47-0902841

Yasmin Said  
Chief Operating Officer  
(619)214-0360  
[africanspicesd@gmail.com](mailto:africanspicesd@gmail.com)

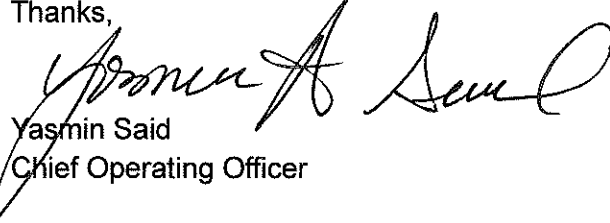
### **Iftin Charter School Vended Meals 2022-23 Bid Proposal**

African Spice Sambusa is a cornerstone of the halal food community in San Diego and has been recognized for its outstanding African cuisine, excellent service and friendly staff. The restaurant was initially established in the Somali Mall (Safari Market) before moving to our permanent location in a dedicated facility. With almost 10 years of experience serving the local San Diego community, we are fully prepared to assist Iftin Charter School with providing healthy meals and snacks throughout the school year.

African Spice is eager to bring our competency with halal meals to Iftin Charter School. Our restaurant was founded with halal and healthy food combined with great service as our core principles. We quickly grew as a prime restaurant where the community could reliably enjoy halal meals. These values are still embodied in all operations from the farm to the lunch table. Students, parents, and other members of the school community can rely on our staff to maintain a professional and productive relationship. We understand halal meals are essential for schools like ICS because of the diverse students in attendance. We are uniquely positioned to provide these meals for your students and are fully prepared for the upcoming year's foodservice operations.

As the Chief Operating Officer, I certify that the information and attachments provided in this proposal are accurate. Please don't hesitate to reach out if you need any additional information.

Thanks,



Yasmin Said  
Chief Operating Officer

### Cloud-Based Software for Menu Planning and Records Storage

African Spice stores food operation records using USDA-approved software. Health-e Pro allows us to maintain all recipes and nutritional information safely in the cloud. It also helps us create daily transport records (DTRs) to accurately record meal components and quantities provided to schools. The daily transport records will ensure timely meal deliveries. The cloud-based software also allows us to retrieve all previous meal delivery information including quantities, nutrition information and food temperatures at the request of ICS. The school may also access the software to review current meal data and ensure compliance.

### Materials & Supplies

All meals will be provided with packaging and any additional materials required such as plates, silverware, napkins, etc. The meals will be delivered at their proper temperatures and in compliance with RFP specifications. All items are included in our given pricing. Additional equipment may be provided for additional fees. After delivery, no staff will be provided to stay onsite but we are available to answer any questions the school may have.

### Insurance and Regulations

Please see attached for all necessary documentation to comply with state and federal health and safety regulations. We have also attached our insurance information and will add ICS to our policy after the contract is awarded.



### African Spice Sambusa Sample Menu Cycle

Breakfast	Turkey Egg Sandwich Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk	Oatmeal Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk	Blueberry Muffin  Fresh Fruits Variety  Milk 1% Chocolate Milk	Mini Pancakes  Fresh Fruits Variety  Milk 1% Chocolate Milk	Granola Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk
Lunch	WG Chicken Tortilla Tacos  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Halal Chicken Nuggets Spinach Salad  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Vegetable Curry With Rice Romaine Salad  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Hummus & Pita Cucumber Salad  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Cheese Pizza Tater Tots  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk
Afternoon Snack	WG Nutrition Bar  Fresh Fruits	Carrots Peanut Butter Crackers  Fresh Fruits	Gold Fish  Fresh Fruits	Yogurt Graham Crackers  Fresh Fruits	Cheez-it  Fresh Fruits

Breakfast	Breakfast Biscuit Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk	Waffle Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk	Grilled Cheese  Fresh Fruits Variety  Milk 1% Chocolate Milk	Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk	Oatmeal Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk
Lunch	Fish Fingers Sweet Potatoes  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Tuna Sandwich Spinach Salad  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Cheese Burger Romaine Salad  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Falafel Flatbread Cucumber Salad  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Cheese Pizza Tater Tots  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk
Afternoon Snack	WG Nutrition Bar  Fresh Fruits	Carrots Peanut Butter Crackers Fresh Fruits	Gold Fish  Fresh Fruits	Yogurt Graham Crackers Fresh Fruits	Cheez-it  Fresh Fruits

Breakfast	Yogurt Parfait Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk	Egg Burrito Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk	Blueberry Muffin Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk	WG Bagel W/Cream Cheese  Fresh Fruits Variety  Milk 1% Chocolate Milk	French Toast Sticks W/ Maple Syrup  Fresh Fruits Variety  Milk 1% Chocolate Milk
Lunch	WG Beef Tortilla Tacos  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Halal Chicken Patty Spinach Salad  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Brown Rice Romaine Salad  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Pasta & Meatball Cucumber Salad  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Chicken & Mashed Potatoes  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk
Afternoon Snack	WG Nutrition Bar  Fresh Fruits	Carrots Peanut Butter Crackers  Fresh Fruits	Gold Fish  Fresh Fruits	Yogurt Graham Crackers  Fresh Fruits	Cheez-it  Fresh Fruits

Breakfast	Turkey Egg Sandwich Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk	Oatmeal  Fresh Fruits Variety  Milk 1% Chocolate Milk	French Toast Sticks W/ Maple Syrup  Fresh Fruits Variety  Milk 1% Chocolate Milk	Mini Pancakes  Fresh Fruits Variety  Milk 1% Chocolate Milk	Granola Cereal  Fresh Fruits Variety  Milk 1% Chocolate Milk
Lunch	Halal Chicken Wrap  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Brown Rice Chickpea/peas  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Cheese Burger Romaine Salad  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Hummus & Pita Cucumber Salad  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk	Cheese Pizza Tater Tots  Fresh Fruits Variety Vegetable variety  Milk 1% Chocolate Milk
Afternoon Snack	WG Nutrition Bar  Fresh Fruits	Carrots Peanut Butter Crackers  Fresh Fruits	Gold Fish  Fresh Fruits	Yogurt Graham Crackers  Fresh Fruits	Cheez-it  Fresh Fruits

# Exhibit 1

## VENDED MEAL AGREEMENT

This agreement is entered into on \_\_\_\_\_, 2022 by and between Iftin Charter School (ICS), herein after referred to as the **School Food Authority (SFA)**, and African Spices Sambusa herein after referred to as the **Vendor**.

This Agreement sets forth the terms and conditions upon which the SFA retains the Vendor to provide meals for the SFA's program(s).

**Whereas**, The SFA desires the Vendor to provide meals on a Fixed-fee basis; and

**Whereas**, The Vendor is willing to provide such services to the SFA on a Cost reimbursement  
 basis  
 Fixed-fee basis

**Therefore**, both parties hereto agree as follows: The Vendor will deliver meals to the SFA.

Meals will be delivered to the address(es) listed in **Schedule D** at or before the specified time.

The cost per meal listed below is agreed upon by both parties:

Breakfast \$ 2.30 each    Lunch \$ 4.40 each    Supplement/Snack \$ 1.02 each

### THE VENDOR AGREES TO:

1. Prepare unitized meals in accordance with the number of meals requested. Meals will include milk. Utilized packaging of meals to be adjusted as needed while Covid-19 conditions are in effect.
2. Obtain prior approval from the SFA for the proposed monthly menus at least 15 days before the beginning of the period to which the menu applies. The Vendor shall notify the SFA of any changes to the menu made after SFA approval. Changes must be documented on the menu records.
3. Assure that each meal provided to the SFA under this agreement meets the minimum requirements as to the nutritional content as specified by the United States Department of Agriculture (USDA), Food and Nutrition Services Meal Pattern, which is excerpted from the Title 7, *Code of Federal Regulations* (7 CFR) parts 210, 220, 225, and 226 as applicable.
4. Maintain full and accurate records that document: (1) the menus were provided to the SFA during the term of this agreement, (2) a listing of all components of each meal, and, (3) an itemization of the quantities of each component used to prepare said meal. The vendor agrees to provide meal preparation documentation by using yield factors for each food item as listed in the *USDA Food Buying Guide* when calculating and recording the quantity of food prepared for each meal.

5. Maintain cost records such as invoices, receipts, and/or other documentation that exhibit the purchase, or otherwise availability to the vendor of the meal components and quantities itemized in the meal preparation records.
6. Maintain, on a daily basis, an accurate count of the number of meals, by meal type, prepared for and delivered to the SFA. Meal count documentation must include the number of meals requested by the SFA.
7. Allow the SFA to increase or decrease the number of meal orders, as needed, when the request is made within 48 hours of the scheduled delivery time.
8. Present to the SFA an invoice accompanied by reports (including the Menu Production Report) no later than the 15th day of each month, which itemizes the previous month's delivery. The vendor agrees to forfeit payment for meals which are not ready within one (1) hour of the agreed upon delivery time, are spoiled or unwholesome at the time of delivery, out of safe temperature range, or do not otherwise meet the meal requirements contained in this agreement. In cases of nonperformance or noncompliance on the part of the Vendor, the Vendor shall pay the SFA for any excess costs the SFA incurs by obtaining meals from another source.
9. Provide the SFA with a copy of current health certifications and evidence of compliance with the USDA Food Safety and Inspection Service for the food service facility in which it prepares meals. The Vendor shall ensure that all health and sanitation requirements of the California *Retail Food Code*, are met at all times.
10. Operate in accordance with current federal meal program regulations. Comply with all other USDA regulations regarding food service vendors including those specified for commercial food service if applicable.
11. Retain all required records for a period of three (3) years after the end of the fiscal year to which they pertain (or for 3 years after the end of an audit). When requested by the SFA, provide all accounts and records pertaining to the agreement available to the certified public accountant hired by the SFA, representatives of the California Department of Education (CDE), USDA, and the Office of Inspector General (OIG) for audits or administrative reviews at a reasonable time and place.
12. Not subcontract for the total meal, with or without milk, or for the assembly of the meal.
13. Be paid by the SFA for all meals delivered/picked up in accordance with this agreement. Agree that the SFA will not pay for meals that do not meet the federal meal pattern requirements. Neither the CDE nor USDA will assume any liability for payment of differences between the number of meals prepared for delivery and/or pick up by the Vendor and the number of meals served by the SFA that are not eligible for reimbursement.
14. Include physician recommended substitutions in the food components when making recommendations for the meal pattern of students with disabilities when their disability restricts their diet, and those non-disabled students who are unable to consume the regular meal because of medical or other special dietary needs.



15. Not enter into any processing contracts utilizing USDA donated food on behalf of the SFA.
16. Surrender to the SFA upon termination of the agreement all records pertaining to the operation of the food service, to include all production records, product invoices, claim documentation, financial reports, and procurement documentation. The records shall be in appropriate order, complete, and legible.
17. Disclose the full amount of all discounts, rebates, allowances, and incentives received by the Company from its suppliers. The Vendor must disclose and return to the SFA the full amount of all discounts, rebates, applicable credits, and incentives on the purchases made on behalf of the SFA. All discounts, rebates, allowances, and incentives must be returned to the SFA during a mutually agreed upon timeframe that is beneficial to the SFA.
18. Federal regulations require school food authorities to purchase, to the maximum extent practicable, domestic commodities or products. This Buy American provision supports the mission of the Child Nutrition Programs, which is to serve children nutritious meals and support American agriculture. Section 12(n) of the National School Lunch Act (42 USC 1760(n)) defines "domestic commodity or product" as an agricultural commodity that is produced in the U.S. and a food product that is produced in the U.S. Over 51% of the final processed product (by weight or volume) must consist of agricultural commodities that were grown domestically. An exception to the Buy American provision is only allowed when an acceptable product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality. Vendor shall notify the SFA and provide documentation for any products not produced or manufactured in the U.S. due to insufficient and reasonable quantities being available in the U.S.

Upon request by the SFA, Vendor shall submit documentation from the product manufacturer which certifies the domestic percentage of the agricultural food component of commodities and products to ensure that products are in compliance with the Buy American provision.

**THE SFA AGREES TO:**

1. Request by telephone or other mutually agreed means no later than 5 calendar (da ys/hours) or by a set schedule mutually agreed upon by the parties, an accurate number of meals to be delivered to the SFA each day. Notify the Vendor of necessary increases/decreases in the number of meals ordered within 48 hours of the scheduled delivery/pickup time, or by a schedule mutually agreed upon by the parties. Errors in meal orders shall be the responsibility of the party making the error.
2. Ensure that an SFA representative is available at each delivery/pick up site, at the specified time on each specified delivery/pick up day to receive, inspect, and sign for the requested number of meals. This individual will verify the temperature, quality, and quantity of each meal service delivery/pick up. The SFA assures the vendor that this individual will be trained and knowledgeable in the record keeping and meal requirements of the federal meal programs, and with local health and safety codes.
3. Provide personnel to serve meals, clean the serving and eating areas, and assemble transport carts and auxiliary items for pick up by the Vendor (f applicable) no later than the end of the serving day.
4. Notify the Vendor within 2 days of receipt of the next month's proposed cycle menu, of any

changes, additions, or deletions.

5. Pay the Vendor on a net 30 basis the full approved amount as presented on the monthly-itemized invoice for the previous serving month. Notify the Vendor within 48 hours of receipt of any discrepancy in the invoice. Neither the CDE nor the USDA assume any liability for payment of the difference between the number of meals prepared, picked up by the SFA, delivered by the Vendor, and the number of meals served by the SFA that are ineligible for reimbursement.

6. The SFA shall retain control of the quality, extent, and general nature of the food service operation; and establish all program and non-program meal and a la carte prices.

#### **GENERAL ASSURANCES**

1. **Amendments and Waivers.** Any term of this agreement may be amended or waived with the written consent of all parties, and CDE prior approval.

2. **Sole Agreement.** This agreement constitutes the sole agreement of the parties and supersedes all oral negotiations and prior writings with respect to the subject matter hereof.

3. **Notices.** Any notice required or permitted by this agreement shall be in writing. Such notice shall be deemed sufficient upon receipt, when delivered personally or by courier, overnight delivery service, or confirmed facsimile, 48 hours after being deposited in the regular mail as certified or registered mail (airmail if sent internationally) with postage prepaid. Such notice shall be addressed to the party to be notified at such party's address or facsimile number as set forth below, or as subsequently modified by written notice.

4. **Severability.** If, under applicable law, one or more provisions of this agreement are unenforceable, the parties agree to renegotiate such provision in good faith. In the event that the parties cannot reach a mutually agreeable and enforceable replacement for such provision, then (1) such provision shall be excluded from this agreement, (2) the balance of the agreement shall be interpreted as if such provision were so excluded and (3) the balance of the agreement shall be enforceable in accordance with its terms.

5. **Compliance with Law.** The Vendor shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including non-discrimination.

6. **Governing Law.** In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

7. **Advice of Counsel.** Each party acknowledges that, in executing this agreement, such party has had the opportunity to seek the advice of independent legal counsel and has read and understood all of the terms and provisions of this agreement.

8. **Entire Agreement.** This Agreement incorporates the bid documents in their entirety. Where there is a conflict between the bid documents and this Agreement, the terms of the Agreement will prevail.

**CERTIFICATIONS**

**The Vendor certifies that they are in compliance with:**

Section 306 of Clean Air Act (42 USC 1857[h]), Section 508 of the Clean Water Act (33 USC 1368), Executive Order 11738 and Environmental Protection Agency regulations, Energy Policy and Conservation Act (OMB Circular A-102, Attachments O, paragraph 14.j)

Provisions of the Contract Work Hours and Safety Standards Act involving food service workers whose duties are manual and physical in nature (OMB Circular No. A-102, Attachment O, paragraph 14.f)

Executive Order 11246, entitled "Equal Employment Opportunity," as amended by Executive Order 11375 and Department of Labor Regulations

The parties have executed this agreement on the respective dates set forth below.

**TERMS OF THE AGREEMENT**

This agreement will take effect commencing on August 1, 2022 and shall end on June 30, 2023. This agreement may be amended and extended by the parties annually up to a maximum contract term of five years.

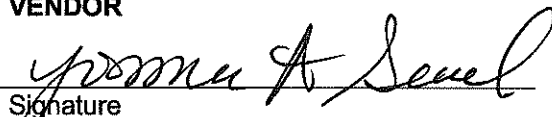
Either party may terminate this agreement for cause by written notification at least 60 days prior to the date of termination. The SFA shall have the option to cancel this agreement if the California State and/or federal government withdraws funds to support the meal program. It is further understood that, in the event of cancellation of the agreement, the SFA shall be responsible for meals that have already been assembled and/or delivered/picked up in accordance with this agreement.

The SFA and vendor will adhere to the 2012 Food Based Menu plan.

In witness whereof, the parties hereto have executed this agreement as of the dates indicated below:

**VENDOR**

**IFTIN CHARTER SCHOOL**



\_\_\_\_\_  
Signature

Yasmin Said,  
Chief Operating Officer

\_\_\_\_\_  
Maslah Yussuf,  
Chief Executive Officer

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Printed Name and Title

6/1/2022

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Attachment B**

California Department of Education Nutrition Services Division – July 2012

**Menu Production Record #3**

Purpose: For use with all standardized recipes.

Site: Iftin Charter School

Offer vs. Serve  YES  NO

Meal count record			List food components/food items & Portion Size	Recipe title or code numbers	Contribution to meal pattern					Number times recipe	Number portions prepared	A la carte servings	Left-overs
Age/grade group	Estimate	Actual			M/MA oz	Grain serv	Veg cups	Fruit cups	Milk oz				
Date	11/1/2022		Breakfast										
Students	345		Cereal, Cheerios, Single Serve Cup, Gluten Free, 1.7oz, General Mills, 16000-13899 Cereal, Honey Graham Squares, Single Serve Cup, Malt o Meal, 2 oz, 5342207 Carton Milk, 1%, Hollandia	12041	2 oz	DG= RO= BP= S= O= AV=		10 oz					
Students													
Adults													
Total	345												
Date	11/1/2022		Breakfast										
Students	345		115 Oranges, raw 115 Small Bananas, raw 115 Medium Apples, Granny Smith, raw	4264		DG= RO= BP= S= O= AV=	1 c						
Students													
Adults													
Total	345												
Date													
Students						DG= RO= BP= S= O= AV=							
Students													
Adults													
Total													
Date													
Students						DG= RO= BP= S= O= AV=							
Students													
Adults													
Total													
Date													
Students						DG= RO= BP= S= O= AV=							
Students													
Adults													
Total													

Information in all columns is required. Include Extra Foods/Condiment

## Attachment C

### **CERTIFICATIONS REGARDING LOBBYING ,DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under Title 7, *Code of Federal Regulations (CFR) Part 3018, "New Restrictions on Lobbying," 7 CFR, Part 3017, "Government-wide Debarment and Suspension (Nonprocurement)" and 7 CFR, Part 3021, "Government-wide Requirements for Drug-Free Workplace (Grants)." The certification shall be treated as a material representation of fact upon which reliance will be placed when the SFA determines to award the covered transaction, grant, or cooperative agreement.*

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#### 1. LOBBYING

As required by Title 31, *U.S. Code (U.S.C.) Section 1352*, and implemented at 7 *CFR, Part 3018*, for a person entering into a grant or cooperative agreement over \$100,000, as defined at 7 *CFR, Section 3018.105*, the applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of Iftin Charter School (ICS), a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
- (b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of Iftin Charter School (ICS), a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with these instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 7 CFR, Section 3017.510, for prospective participants in primary covered transactions, as defined at 7 CFR, Section 3017.200:

1. The contractor certifies that it and its principals:
  - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or SDCOE ;
  - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
  - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph 1.(b) of this certification; and
  - (d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.
  
2. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

African Spices Sambusa

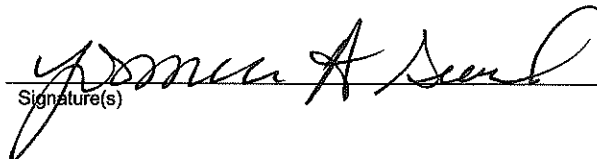
ICS Vended Meals 2022-23

Contractor/Company Name

Award Number, Contract Number, or Project Name

Yasmin Said, Chief Operating Officer

Name(s) and Title(s) of Authorized Representatives

  
Signature(s)

6/1/2022

Date

## CERTIFICATE OF INDEPENDENT PRICE DETERMINATION

Both the SFA and FSMC shall execute this Certificate of Independent Price Determination.

African Spices Sambusa

Iftin Charter School

Name of FSMC

Name of SFA

(A) By submission of this offer, the offeror (FSMC) certifies and in the case of a joint offer, each party hereby certifies as to its own organization, that in connection with this procurement

- (1) The prices in this offer have been arrived at independently, without consultation, communication or agreement for the purpose of restricting competition, as to any matter relating to such prices with any other offeror or with any competitor;
- (2) Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the offeror and will not knowingly be disclosed by the offeror prior to opening the case of an advertised procurement, directly or indirectly to any other offeror or to any competitor; and
- (3) No attempt has been made or will be made by the offeror to induce any person or firm to submit or not to submit an offer for the purpose of restricting competition.

(B) Each person signing this offer on behalf of the offeror certifies that

- (4) He or she is the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any act contrary to (A)(1) through (A)(3) above; or
- (5) He or she is not the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate, in any act contrary to (A)(1) through (A)(3) above, and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any act contrary to (A)(1) through (A)(3) above.

To the best of my knowledge, this vendor and its affiliates, subsidiaries, officers, directors and employees are not currently under investigation by any governmental SDCOE and have not in the last three years been convicted or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows (provide detail):

	Chief Operating Officer	6/1/2022
Signature of FSMC's Authorized Representative	Title	Date

*In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.*

Signature of SFA's Authorized Representative	Title	Date
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**NOTE:** Accepting a Respondent's offer does not constitute award of the contract



**SCHEDULE D**  
**IFTIN CHARTER SCHOOL (ICS)**

SCHOOLS	ADDRESS	PHONE	TIMES
• IFTIN CHARTER SCHOOL (TK-8)	5465 EL CAJON BLVD., SAN DIEGO, CA 92115	619-265-2411	6:30AM-7:00AM

POST IN CONSPICUOUS PLACE OR KEEP ON PERSON

# CITY OF SAN DIEGO \* CERTIFICATE OF PAYMENT OF BUSINESS TAX

Certificate Number: B2017000180

Business Name: AFRICAN SPICE SAMBUSA  
Business Owner: AFRICAN SPICE SAMBUSA  
Business Address: 6197 UNIVERSITY AVE #A  
SAN DIEGO CA 92115-5720

AFRICAN SPICE SAMBUSA  
6197 UNIVERSITY AVE #A  
SAN DIEGO CA 92115-5720

Primary Business Activity: FOOD SERVICES & DRINKING PLACES

Secondary Business Activity:

Effective Date: 04/01/2022

Expiration Date: 03/31/2023

PLEASE NOTIFY THE CITY TREASURER'S OFFICE IN WRITING OF ANY CHANGE IN OWNERSHIP OR ADDRESS -- PLEASE SEE REVERSE SIDE FOR ADDITIONAL INFORMATION

BUSINESS FILE COPY

CITY OF SAN DIEGO  
CERTIFICATE OF PAYMENT OF BUSINESS TAX  
PO BOX 122289, SAN DIEGO, CA 92112-2289  
1200 3RD AVENUE, MS 51T, SAN DIEGO, CA 92101  
(619) 615-1500; FAX (619) 533-3272  
www.sandiego.gov/treasurer

Certificate Number: B2017000180

PIN: 0E61X

Business Name: AFRICAN SPICE SAMBUSA  
Business Owner: AFRICAN SPICE SAMBUSA  
Business Address: 6197 UNIVERSITY AVE #A  
SAN DIEGO CA 92115-5720

Primary Business Activity: FOOD SERVICES & DRINKING PLACES

Secondary Business Activity:

Effective Date: 04/01/2022

Expiration Date: 03/31/2023



AFRICAN SPICE SAMBUSA  
6197 UNIVERSITY AVE #A  
SAN DIEGO, CA 92115-5720

000732  
2

Mailing Address: AFRICAN SPICE SAMBUSA  
6197 UNIVERSITY AVE #A  
SAN DIEGO CA 92115-5720

This certificate acknowledges payment of business taxes pursuant to the San Diego Municipal Code. This **is not** a License to do business within the City of San Diego in violation of any section of the Municipal Code or regulation adopted by the City Council including, but not limited to: Zoning restrictions; Land Use specifications as defined in Planned Districts, Redevelopment areas, Historical Districts, or Revitalization areas; Business Tax Regulations; Police Department Regulations; and Fire, Health or Sanitation Permits and Regulations.

This document is issued without verification that the payer is subject to or exempt from licensing by the State of California.

Payment of the required tax at the time or times due is for the term and purpose stated and is pursuant to City Ordinance. Please refer to delinquency information under "Notice".

**NOTICE:** It is the responsibility of the certificate holder to renew this certificate of payment of business tax within the proper time limits. Failure to do so, even if you have not received a renewal notice, will result in the assessment of a penalty. Please note your expiration date on this certificate above. The certificate holder is requested to notify the City Treasurer's Office upon sale or closure of the business, change of location, or change of business activity.

The tax or fees collected are **Not Refundable** unless collected as a direct result of an error by the City of San Diego.

**This certificate is NOT transferable for a change in business ownership.**

See reverse side.

**NOV**

**County of San Diego**

**2022**

**DEPARTMENT OF ENVIRONMENTAL HEALTH AND QUALITY  
ENVIRONMENTAL HEALTH PERMIT**

P.O. BOX 129261, SAN DIEGO, CA 92112-9261 / (858) 505-6700 / (800) 253-9933 / FAX (858) 999-8920  
www.sdcdehq.org

Owner/Operator Name: **AFRICAN SPICE SAMBUSA**  
Facility Name: **AFRICAN SPICE SAMBUSA**  
Facility Located at: **6197 UNIVERSITY AVE, SAN DIEGO, CA 92115-5707**  
Mailing Address  
**AFRICAN SPICE SAMBUSA  
6197 UNIVERSITY AVE  
SAN DIEGO, CA 92115**



**Amy Harbert**  
Director

Record Number: DEH2014-FFPP-003258

**PERMIT TO OPERATE RESTAURANT FOOD FACILITY**

Expiration Date: 11/30/2022

RENEWAL IS REQUIRED BEFORE EXPIRATION DATE

**ATTENTION**

- Post in a Conspicuous Place.
- A copy of this permit must be maintained at the facility location.
- Permit is not valid for any facility location or owner not listed above.
- This is not a City or County use permit, nor a permit to operate under any other regulatory program. Other permits may be required for these operations at this location.

This permit is provisional. The Director or designee of the Director may order the permit or any permit element be denied, suspended or revoked for violation of any relevant requirement established or provided by law. This permit does not excuse any owner or operator from complying with all applicable federal, state, county or local laws, ordinance or regulations. The owner or operator is required to determine if another permit or approval from any other agency or department is necessary. The County, by issuing this permit, does not relinquish its right to enforce any violation of law.



<b>Coverage:</b>	<b>CNA Connect®</b>	<b>Account Name:</b>	<b>AFRICAN SPICES</b>
<b>Underwritten by:</b>	<b>CONTINENTAL CASUALTY COMPANY (20443)</b>	<b>Policy Period:</b>	<b>06/03/2022 - 06/03/2023</b>

### Policy Information

SIC: 58126 - RESTAURANTS - FINE DINING

Primary Risk State: CA

#PT Employees: 0

#FT Employees: 1

### PROPERTY

<b>Policy Deductible</b>				
<b>Co-Insurance</b>			<b>\$500</b>	
			<b>Waived</b>	
<b>Policy Coverage</b>	<b>Limit</b>	<b>Deductible/Retention*</b>		<b>Premium</b>
Business Income & Extra Expense	12 Months Actual Loss Sustained			\$236.00
Business Income & Extra Expense - Newly Acquired Property	\$250,000			Included
Business Income & Extra Expense Dependent Property	\$10,000	24 hours		Included
Employee Dishonesty	\$25,000	\$250		Included
Expediting Expenses	\$25,000	Policy Level		Included
Fixed Policy Expenses				\$116.00
Forgery & Alteration	\$25,000	Policy Level		Included
Identity Theft/Recovery Services	\$25,000	\$250		Included
Terrorism Risk Insurance Act Premium				\$51.00

### The Following Coverages Apply To Each Location

<b>Coverage</b>	<b>Limit</b>	<b>Deductible/Retention*</b>	<b>Premium</b>
Appurtenant Buildings And Structures	\$50,000	Policy Level	Included
Arson & Theft Reward	\$5,000	None	Included
Civil Authority	4 weeks	24 hours	Included
Claim Data Expense	\$5,000	Policy Level	Included
Fire Department Service Charge	\$25,000	None	Included
Fire Protective Equipment Discharge	\$10,000	Policy Level	Included
Newly Acquired or Constructed Building	\$1,000,000	Policy Level	Included
Newly Acquired or Constructed Business Personal Property	\$250,000	Policy Level	Included
Non Owned Detached Trailers	\$5,000	Policy Level	Included
Outdoor Property	\$10,000	Policy Level	Included
Personal Effects	\$25,000	Policy Level	Included
Personal Property of Others	Included in BPP Limit	Policy Level	Included
Pollutant Clean Up & Removal	\$25,000 Annual Total	Policy Level	Included
Preservation of Property	BPP Limit up to 90 days	Policy Level	Included

\* Specific deductibles may apply to certain causes of loss. See policy for additional details.



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Signs	Included	Policy Level	Included
Spoilage - Consequential Loss	Included in BPP Limit	Policy Level	Included
Temporary Relocation of Property	\$50,000 up to 90 days	Policy Level	Included
Tenant Glass	Included in BPP Limit	Policy Level	Included
Theft Damage to Rented Property	Included in BPP Limit	Policy Level	Included

\* Specific deductibles may apply to certain causes of loss. See policy for additional details.



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<b>Underwritten by:</b>	<b>CONTINENTAL CASUALTY COMPANY (20443)</b>	<b>Policy Period:</b>	<b>06/03/2022 - 06/03/2023</b>

**Location: 001**

**Address:** 6197 University Ave  
San Diego, CA 92115

**Construction:** Frame**Protection Class:** 2**Year Built:** 1985**Sprinklered:** No**Sq Footage:** 600**Class Description:** RESTAURANTS - FINE DINING

<u>Coverage</u>	<u>Limit</u>	<u>Deductible/ Retention*</u>	<u>Premium</u>
Inflation Guard	3%	Policy Level	\$16.00
Business Personal Property (BPP)	\$80,000	Policy Level	\$1,047.00
Seasonal Increase	25%	Policy Level	Included
Business Personal Property- Off Premises	\$80,000	Policy Level	Included
<b>Other Location Coverages</b>			
	<b>Limit</b>	<b>Deductible/ Retention*</b>	<b>Premium</b>
Accounts Receivable	\$25,000	None	Included
Building Glass		Policy Level	Included
Debris Removal	25% + \$25,000	Policy Level	Included
Electronic Data Processing	\$50,000	Policy Level	Included
Electronic Data Processing - In Transit	\$25,000	Policy Level	Included
Equipment Breakdown	\$80,000	Policy Level	\$8.00
Pollutants	\$25,000	Policy Level	Included
Expediting Expenses	\$25,000	Policy Level	Included
Fine Arts	\$25,000	Policy Level	Included
Money Orders & Counterfeit Paper	Included in BPP Limit	Policy Level	Included
Money and Securities	Included in BPP Limit	Policy Level	Included
Ord/Law - Demo. Incr. Cost Constr.	\$25,000	Policy Level	Included
Outdoor Trees, Shrubs, Plants, Lawns	\$3,000	Policy Level	Included
Sewer & Drain Backup	\$25,000	Policy Level	\$23.00
Targeted Hacker Attack	\$25,000	Policy Level	Included
Valuable Papers and Records	\$25,000	Policy Level	Included
<b>Location #001 Property Premium:</b>			<b>\$1,094.00</b>

**Total Property Premium:****\$1,497.00**

\* Specific deductibles may apply to certain causes of loss. See policy for additional details.



<b>Coverage:</b>	<b>CNA Connect®</b>	<b>Account Name:</b>	<b>AFRICAN SPICES</b>
<b>Underwritten by:</b>	<b>CONTINENTAL CASUALTY COMPANY (20443)</b>	<b>Policy Period:</b>	<b>06/03/2022 - 06/03/2023</b>

**LIABILITY**

<b>Policy Coverage</b>	<b>Limit</b>	<b>Deductible/ Retention*</b>	<b>Premium</b>
Additional Insureds:			Included
Blanket Additional Insured - Liability Extension			Included
Damage To Premises Rented To You	\$1,000,000		Included
Employment Practices Fiduciary Liability	\$10,000		Included
Retroactive Date : 06/03/2022			
General Liability			\$1,097.00
Each Occurrence	\$1,000,000		Included
Personal And Advertising Injury	\$1,000,000		Included
Products Completed Operations Aggregate	\$2,000,000		Included
General Aggregate	\$2,000,000		Included
Medical Expense	\$10,000		Included

**Location Information**

Location: 001  
 Location Address: 6197 University Ave  
 San Diego, CA 92115

<b>Class Code</b>	<b>Description</b>	<b>Exposure</b>
58126A	RESTAURANTS - FINE DINING	\$200,000 Sales

**Total Liability Premium: \$1,097.00**

\* Specific deductibles may apply to certain causes of loss. See policy for additional details.  
 \*\*\* - Retention



Fatimas Cuisine, Inc.  
DBA: Fatimas Pizza and Bakery  
4869 University Avenue  
San Diego, CA 92105  
619.548.3252

EIN: 85-1200929

Abdikadir Osman  
Chief Executive Officer  
1-619-548-3252  
MIDCITYNGP@gmail.com

Dear Mr. Yussuf,

On behalf of Fatimas Pizza and Bakery, please allow us to express our gratitude for the opportunity to partner with Iftin Charter School and provide nutritious, fresh and homemade Halal breakfast, lunch, and snack options. We are a local San Diego company that has been serving City Heights community for many years.

Our kitchen exclusively prepares and serves Halal meals in every dish we serve. We currently cater to mosques, community centers, special events, and Madarasas (Community run Islamic schools). All our Halal meals meet the Unites States Department of Agriculture's recommended guidelines.

We are ready and able to serve thousands of fresh and stable meals. Our meals will be delivered daily and at a schedule that best suites Iftin Charter School. We promise professional and friendly staff that will exceed your expectations. Should you or your staff have any questions or require any additional information, please do not hesitate to contact us.

Thank you for taking the time to go over our proposal and for considering Fatimas Pizza and Bakery to serve Iftin Charter School. We look forward to working with you and believe that we can build a lasting partnership.

By signing this cover letter, I certify that the information contained in this proposal is accurate and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.

Name: Abdikadir Osman Title: CEO  
Signature: [Handwritten Signature] Date: 6/1/22



# Exhibit 1

## VENDED MEAL AGREEMENT

This agreement is entered into on \_\_\_\_\_, 2022 by and between Iftin Charter School (ICS), herein after referred to as the **School Food Authority (SFA)**, and Fatimas Pizza and Bakery herein after referred to as the **Vendor**.

This Agreement sets forth the terms and conditions upon which the SFA retains the Vendor to provide meals for the SFA's program(s).

**Whereas**, The SFA desires the Vendor to provide meals on a Fixed-fee basis; and

**Whereas**, The Vendor is willing to provide such services to the SFA on a Cost reimbursement

basis  
Fixed-fee basis

**Therefore**, both parties hereto agree as follows: The Vendor will deliver meals to the SFA.

Meals will be delivered to the address(es) listed in **Schedule D** at or before the specified time.

The cost per meal listed below is agreed upon by both parties:

Breakfast \$ 2.55 each    Lunch \$ 4.48 each    Supplement/Snack \$ 1.05 each

### THE VENDOR AGREES TO:

1. Prepare unitized meals in accordance with the number of meals requested. Meals will include milk. Utilized packaging of meals to be adjusted as needed while Covid-19 conditions are in effect.
2. Obtain prior approval from the SFA for the proposed monthly menus at least 15 days before the beginning of the period to which the menu applies. The Vendor shall notify the SFA of any changes to the menu made after SFA approval. Changes must be documented on the menu records.
3. Assure that each meal provided to the SFA under this agreement meets the minimum requirements as to the nutritional content as specified by the United States Department of Agriculture (USDA), Food and Nutrition Services Meal Pattern, which is excerpted from the Title 7, *Code of Federal Regulations (7 CFR)* parts 210, 220, 225, and 226 as applicable.
4. Maintain full and accurate records that document: (1) the menus were provided to the SFA during the term of this agreement, (2) a listing of all components of each meal, and, (3) an itemization of the quantities of each component used to prepare said meal. The vendor agrees to provide meal preparation documentation by using yield factors for each food item as listed in the *USDA Food Buying Guide* when calculating and recording the quantity of food prepared for each meal.

5. Maintain cost records such as invoices, receipts, and/or other documentation that exhibit the purchase, or otherwise availability to the vendor of the meal components and quantities itemized in the meal preparation records.
6. Maintain, on a daily basis, an accurate count of the number of meals, by meal type, prepared for and delivered to the SFA. Meal count documentation must include the number of meals requested by the SFA.
7. Allow the SFA to increase or decrease the number of meal orders, as needed, when the request is made within 48 of the scheduled delivery time.
8. Present to the SFA an invoice accompanied by reports (including the Menu Production Report) no later than the 15th day of each month, which itemizes the previous month's delivery. The vendor agrees to forfeit payment for meals which are not ready within one (1) hour of the agreed upon delivery time, are spoiled or unwholesome at the time of delivery, out of safe temperature range, or do not otherwise meet the meal requirements contained in this agreement. In cases of nonperformance or noncompliance on the part of the Vendor, the Vendor shall pay the SFA for any excess costs the SFA incurs by obtaining meals from another source.
9. Provide the SFA with a copy of current health certifications and evidence of compliance with the USDA Food Safety and Inspection Service for the food service facility in which it prepares meals. The Vendor shall ensure that all health and sanitation requirements of the California *Retail Food Code*, are met at all times.
10. Operate in accordance with current federal meal program regulations. Comply with all other USDA regulations regarding food service vendors including those specified for commercial food service if applicable.
11. Retain all required records for a period of three (3) years after the end of the fiscal year to which they pertain (or for 3 years after the end of an audit). When requested by the SFA, provide all accounts and records pertaining to the agreement available to the certified public accountant hired by the SFA, representatives of the California Department of Education (CDE), USDA, and the Office of Inspector General (OIG) for audits or administrative reviews at a reasonable time and place.
12. Not subcontract for the total meal, with or without milk, or for the assembly of the meal.
13. Be paid by the SFA for all meals delivered/picked up in accordance with this agreement. Agree that the SFA will not pay for meals that do not meet the federal meal pattern requirements. Neither the CDE nor USDA will assume any liability for payment of differences between the number of meals prepared for delivery and/or pick up by the Vendor and the number of meals served by the SFA that are not eligible for reimbursement.
14. Include physician recommended substitutions in the food components when making recommendations for the meal pattern of students with disabilities when their disability restricts their diet, and those non-disabled students who are unable to consume the regular meal because of medical or other special dietary needs.

15. Not enter into any processing contracts utilizing USDA donated food on behalf of the SFA.
16. Surrender to the SFA upon termination of the agreement all records pertaining to the operation of the food service, to include all production records, product invoices, claim documentation, financial reports, and procurement documentation. The records shall be in appropriate order, complete, and legible.
17. Disclose the full amount of all discounts, rebates, allowances, and incentives received by the Company from its suppliers. The Vendor must disclose and return to the SFA the full amount of all discounts, rebates, applicable credits, and incentives on the purchases made on behalf of the SFA. All discounts, rebates, allowances, and incentives must be returned to the SFA during a mutually agreed upon timeframe that is beneficial to the SFA.
18. Federal regulations require school food authorities to purchase, to the maximum extent practicable, domestic commodities or products. This Buy American provision supports the mission of the Child Nutrition Programs, which is to serve children nutritious meals and support American agriculture. Section 12(n) of the National School Lunch Act (42 USC 1760(n)) defines "domestic commodity or product" as an agricultural commodity that is produced in the U.S. and a food product that is produced in the U.S. Over 51% of the final processed product (by weight or volume) must consist of agricultural commodities that were grown domestically. An exception to the Buy American provision is only allowed when an acceptable product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality. Vendor shall notify the SFA and provide documentation for any products not produced or manufactured in the U.S. due to insufficient and reasonable quantities being available in the U.S.

Upon request by the SFA, Vendor shall submit documentation from the product manufacturer which certifies the domestic percentage of the agricultural food component of commodities and products to ensure that products are in compliance with the Buy American provision.

**THE SFA AGREES TO:**

1. Request by telephone or other mutually agreed means no later than 5 calendar (days/hours) or by a set schedule mutually agreed upon by the parties, an accurate number of meals to be delivered to the SFA each day. Notify the Vendor of necessary increases/decreases in the number of meals ordered within 48 hours of the scheduled delivery/pickup time, or by a schedule mutually agreed upon by the parties. Errors in meal orders shall be the responsibility of the party making the error.
2. Ensure that an SFA representative is available at each delivery/pick up site, at the specified time on each specified delivery/pick up day to receive, inspect, and sign for the requested number of meals. This individual will verify the temperature, quality, and quantity of each meal service delivery/pick up. The SFA assures the vendor that this individual will be trained and knowledgeable in the record keeping and meal requirements of the federal meal programs, and with local health and safety codes.
3. Provide personnel to serve meals, clean the serving and eating areas, and assemble transport carts and auxiliary items for pick up by the Vendor (if applicable) no later than the end of the serving day.
4. Notify the Vendor within 2 days of receipt of the next month's proposed cycle menu, of any

changes, additions, or deletions.

5. Pay the Vendor on a net 30 basis the full approved amount as presented on the monthly-itemized invoice for the previous serving month. Notify the Vendor within 48 hours of receipt of any discrepancy in the invoice. Neither the CDE nor the USDA assume any liability for payment of the difference between the number of meals prepared, picked up by the SFA, delivered by the Vendor, and the number of meals served by the SFA that are ineligible for reimbursement.

6. The SFA shall retain control of the quality, extent, and general nature of the food service operation; and establish all program and non-program meal and a la carte prices.

## GENERAL ASSURANCES

1. **Amendments and Waivers.** Any term of this agreement may be amended or waived with the written consent of all parties, and CDE prior approval.

2. **Sole Agreement.** This agreement constitutes the sole agreement of the parties and supersedes all oral negotiations and prior writings with respect to the subject matter hereof.

3. **Notices.** Any notice required or permitted by this agreement shall be in writing. Such notice shall be deemed sufficient upon receipt, when delivered personally or by courier, overnight delivery service, or confirmed facsimile, 48 hours after being deposited in the regular mail as certified or registered mail (airmail if sent internationally) with postage prepaid. Such notice shall be addressed to the party to be notified at such party's address or facsimile number as set forth below, or as subsequently modified by written notice.

4. **Severability.** If, under applicable law, one or more provisions of this agreement are unenforceable, the parties agree to renegotiate such provision in good faith. In the event that the parties cannot reach a mutually agreeable and enforceable replacement for such provision, then (1) such provision shall be excluded from this agreement, (2) the balance of the agreement shall be interpreted as if such provision were so excluded and (3) the balance of the agreement shall be enforceable in accordance with its terms.

5. **Compliance with Law.** The Vendor shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including non-discrimination.

6. **Governing Law.** In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

7. **Advice of Counsel.** Each party acknowledges that, in executing this agreement, such party has had the opportunity to seek the advice of independent legal counsel and has read and understood all of the terms and provisions of this agreement.

8. **Entire Agreement.** This Agreement incorporates the bid documents in their entirety. Where there is a conflict between the bid documents and this Agreement, the terms of the Agreement will prevail.

**CERTIFICATIONS**

**The Vendor certifies that they are in compliance with:**

Section 306 of Clean Air Act (42 USC 1857[h]), Section 508 of the Clean Water Act (33 USC 1368), Executive Order 11738 and Environmental Protection Agency regulations, Energy Policy and Conservation Act (OMB Circular A-102, Attachments O, paragraph 14.j)

Provisions of the Contract Work Hours and Safety Standards Act involving food service workers whose duties are manual and physical in nature (OMB Circular No. A-102, Attachment O, paragraph 14.f)

Executive Order 11246, entitled "Equal Employment Opportunity," as amended by Executive Order 11375 and Department of Labor Regulations

The parties have executed this agreement on the respective dates set forth below.

**TERMS OF THE AGREEMENT**

This agreement will take effect commencing on August 1, 2022 and shall end on June 30, 2023. This agreement may be amended and extended by the parties annually up to a maximum contract term of five years.


Either party may be terminate this agreement for cause by written notification at least 60 days prior to the date of termination. The SFA shall have the option to cancel this agreement if the California State and/or federal government withdraws funds to support the meal program. It is further understood that, in the event of cancellation of the agreement, the SFA shall be responsible for meals that have already been assembled and/or delivered/picked up in accordance with this agreement.

The SFA and vendor will adhere to the 2012 Food Based Menu plan.

In witness whereof, the parties hereto have executed this agreement as of the dates indicated below:

**VENDOR**

**IFTIN CHARTER SCHOOL**

  
\_\_\_\_\_  
Signature

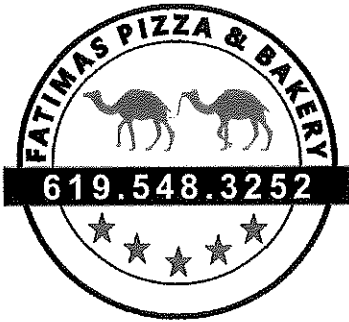
\_\_\_\_\_  
Signature

Abdikadir Osman CEO  
\_\_\_\_\_  
Printed Name and Title

Maslah Yussuf,  
Chief Executive Officer  
\_\_\_\_\_  
Printed Name and Title

6/3/22  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



**FATIMAS PIZZA & BAKERY**

**4869 UNIVERSITY AVE SAN DIEGO, CA 92115**

**619.548.3252**

### **Healthy Pro Menu Planning**

Fatimas Pizza and Bakery utilizes Healthy Pro, a software that provides comprehensive Menu Planning solution. This allows us to plan compliant menus, produce fully integrated digital production records, and publish menus instantly and seamlessly for the school, students and parents.

### **Meals & Supplies**

Fatimas Pizza and Bakery Meals will be provided at an appropriate temperature within regulation that are packaged for easy storing and serving. Halal meals are pre-packaged in an appetizing way that appeals to students. Servicing supplies will include plates, Silverware, and napkins. All items are included in the price point stated below.

Fatimas Pizza and Bakery will provide equipment if the school requests. Fatimas Pizza and Bakery reserve the right to charge a rental fee for additional equipment. Fatimas Pizza and Bakery staff is ready to assist with any and all questions the school may have upon delivery of food and supplies.

### **Customer Service**

Client satisfaction is at the forefront of every decision and task that we take on. You have our commitment to lead the bath to providing your students with healthy and delicious meal options.

### **Offer vs Serve**

Fatimas Pizza and Bakery complies with the Buy American requirement. Domestic commodity or product means an agricultural commodity that is produced in the U.S. and a food product that is processed in the U.S. substantially (at least 51 percent) using agricultural commodities that are produced in the U.S. (7CFR210.21, 220.16).

## Menu (calendar report)



Monday	Tuesday	Wednesday	Thursday	Friday
22 Pancakes Cinnamon Applesauce Cup 1% Milk	23 Egg and Chorizo Breakfast Bowl Raisins 1% Milk	24 English Muffin Fresh Pear 1% Milk	25 Strawberry Scone Fresh Plum 1% Milk	26 Strawberry and Blueberry Parfait Fresh Blueberries 1% Milk

**Summary for Mon - 08/22/2022**

**Weighted Daily Average**

Calories (kcal)	Protein (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)
332.727	11.556	6.367	2.212	0.000*	18.867	334.027

Carbohydrates (g)	Fiber (g)	Sugars (g)	Iron (mg)	Calcium (mg)	Vitamin A (IU)	Vitamin C (mg)
58.239	4.007	31.074	1.273	305.000	478.240*	60.211*

**% of Calories**

Protein (g)	Carbohydrates (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)
13.89%	70.01%	17.22%	5.98%	0.00%*



Wed - 08/24/2022

## Breakfast CACFP

Total Planned Qty: 100

<b>Recipe Name: English Muffin</b>	<b>Recipe #: 43</b>	<b>Portion Size: 1.00 each</b>	<b>Planned Quantity: 100</b>
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Calories (kcal)	Protein (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)
160.000	5.000	1.000	0.000	0.000	0.000	230.000

Carbohydrates (g)	Fiber (g)	Sugars (g)	Iron (mg)	Calcium (mg)	Vitamin A (IU)	Vitamin C (mg)
34.000	3.000	9.000	1.080	60.000	0.000	2.400

<b>Recipe Name: Fresh Pear</b>	<b>Recipe #: 45</b>	<b>Portion Size: 1.00 each</b>	<b>Planned Quantity: 100</b>
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Calories (kcal)	Protein (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)
39.900	0.252	0.098	0.015	0.000	0.000	0.700

Carbohydrates (g)	Fiber (g)	Sugars (g)	Iron (mg)	Calcium (mg)	Vitamin A (IU)	Vitamin C (mg)
10.661	2.170	6.825	0.126	6.300	17.500	3.010

<b>Recipe Name: 1% Milk</b>	<b>Recipe #: 34</b>	<b>Portion Size: 1.00 carton</b>	<b>Planned Quantity: 100</b>
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Calories (kcal)	Protein (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)
102.480	8.223	2.367	1.545	N/A*	12.200	107.360

Carbohydrates (g)	Fiber (g)	Sugars (g)	Iron (mg)	Calcium (mg)	Vitamin A (IU)	Vitamin C (mg)
12.176	0.000	12.688	0.073	305.000	478.240	0.000

Thu - 08/25/2022

## Breakfast CACFP

Total Planned Qty: 100

<b>Recipe Name: Strawberry Scone</b>	<b>Recipe #: 47</b>	<b>Portion Size: 1.00 each</b>	<b>Planned Quantity: 100</b>
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Calories (kcal)	Protein (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)
418.300	5.900	14.100	8.700	0.000	36.500	354.900

Carbohydrates (g)	Fiber (g)	Sugars (g)	Iron (mg)	Calcium (mg)	Vitamin A (IU)	Vitamin C (mg)
67.600	1.600	30.000	2.520	170.000	450.000	5.400

<b>Recipe Name: Fresh Plum</b>	<b>Recipe #: 51</b>	<b>Portion Size: 1.00 1/2 Cup</b>	<b>Planned Quantity: 100</b>
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Calories (kcal)	Protein (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)
37.950	0.577	0.231	0.014	0.000	0.000	0.000

Carbohydrates (g)	Fiber (g)	Sugars (g)	Iron (mg)	Calcium (mg)	Vitamin A (IU)	Vitamin C (mg)
9.421	1.155	8.184	0.140	4.950	284.625	7.838

<b>Recipe Name: 1% Milk</b>	<b>Recipe #: 34</b>	<b>Portion Size: 1.00 carton</b>	<b>Planned Quantity: 100</b>
-----------------------------	---------------------	----------------------------------	------------------------------

Calories (kcal)	Protein (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)
102.480	8.223	2.367	1.545	N/A*	12.200	107.360

Carbohydrates (g)	Fiber (g)	Sugars (g)	Iron (mg)	Calcium (mg)	Vitamin A (IU)	Vitamin C (mg)
12.176	0.000	12.688	0.073	305.000	478.240	0.000

Fri - 08/26/2022

## Breakfast CACFP

Total Planned Qty: 100

Recipe Name: Strawberry and Blueberry Parfait

Recipe #: 48

Portion Size: 1.00 each

Planned Quantity: 100

Calories (kcal)	Protein (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)
276.980	9.125	4.449	1.664	0.000*	6.125	135.405
Carbohydrates (g)	Fiber (g)	Sugars (g)	Iron (mg)	Calcium (mg)	Vitamin A (IU)	Vitamin C (mg)
51.506	4.628	33.814*	1.846	238.682	120.267	26.888

Recipe Name: Fresh Blueberries

Recipe #: 49

Portion Size: 1.00 1/2 Cup

Planned Quantity: 100

Calories (kcal)	Protein (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)
42.180	0.548	0.244	0.021	0.000	0.000	0.740
Carbohydrates (g)	Fiber (g)	Sugars (g)	Iron (mg)	Calcium (mg)	Vitamin A (IU)	Vitamin C (mg)
10.723	1.776	7.370	0.207	4.440	39.960	7.178

Recipe Name: 1% Milk

Recipe #: 34

Portion Size: 1.00 carton

Planned Quantity: 100

Calories (kcal)	Protein (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)
102.480	8.223	2.367	1.545	N/A*	12.200	107.360
Carbohydrates (g)	Fiber (g)	Sugars (g)	Iron (mg)	Calcium (mg)	Vitamin A (IU)	Vitamin C (mg)
12.176	0.000	12.688	0.073	305.000	478.240	0.000

## Summary for Fri - 08/26/2022

## Weighted Daily Average

Calories (kcal)	Protein (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)
421.640	17.896	7.060	3.230	0.000*	18.325	243.505

Carbohydrates (g)	Fiber (g)	Sugars (g)	Iron (mg)	Calcium (mg)	Vitamin A (IU)	Vitamin C (mg)
74.405	6.404	53.872*	2.126	548.122	638.467	34.066

## % of Calories

Protein (g)	Carbohydrates (g)	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)
16.98%	70.59%	15.07%	6.89%	0.00%*

## Offered/Prepared Nutrient Analysis Report



District: Fatimas Pizza and Bakery  
 Menu: Breakfast CACFP  
 Date Range: August 21, 2022 - August 27, 2022  
 School: IFTIN Charter School

**August 22, 2022**

Recipe Name	Portion Size	Items Prepared	Calories (kcal)	Sodium (mg)	Saturated Fat (g)
IFTIN Charter School Mon - 08/22/2022 Breakfast CACFP					
	Total				
Pancakes	2 each		160.000	226.667	0.667
Cinnamon Applesauce Cup	1 each		70.247	0.000	0.000
1% Milk	1 carton		102.480	107.360	1.545
Weighted Daily Average			N/A	N/A	N/A
% of Calories					N/A

**August 24, 2022**

Recipe Name	Portion Size	Items Prepared	Calories (kcal)	Sodium (mg)	Saturated Fat (g)
IFTIN Charter School Wed - 08/24/2022 Breakfast CACFP					
	<b>Total</b>				
English Muffin	1 each		160.000	230.000	0.000
Fresh Pear	1 each		39.900	0.700	0.015
1% Milk	1 carton		102.480	107.360	1.545
Weighted Daily Average			N/A	N/A	N/A
% of Calories					N/A

**August 26, 2022**

Recipe Name	Portion Size	Items Prepared	Calories (kcal)	Sodium (mg)	Saturated Fat (g)
IFTIN Charter School Fri - 08/26/2022 Breakfast CACFP					
		Total			
Strawberry and Blueberry Parfait	1 each		276.980	135.405	1.664
Fresh Blueberries	1 1/2 Cup		42.180	0.740	0.021
1% Milk	1 carton		102.480	107.360	1.545
Weighted Daily Average			N/A	N/A	N/A
% of Calories					N/A

## Menu Compliance - Compliance Summary Report

School: IFTIN Charter School

Menu: Breakfast CACFP

Week of: 08/21/2022

		Daily Menu Standard	2022-08-22	2022-08-23	2022-08-24	2022-08-25	2022-08-26		Weekly Menu Standard		
Meal Pattern		CACFP Ages 6-12 Breakfast	Monday	Tuesday	Wednesday	Thursday	Friday	Correction Needed		Actual This Menu	Corrections Needed
Meat/Meat Alternates	‡‡		0 / 0	3.5 / 3.5	0 / 0	0 / 0	1 / 1		N/A	4.5 / 4.5	
TOTAL GRAINS	††	1	2 / 2	1 / 1	2.25 / 2.25	2 / 2	1 / 1		N/A	8.25 / 8.25	
	Grains		0	0	0	0	0			0	
	Whole Grain-Rich‡		2	1	2.25	2	1			100%	
	Grain Based Desserts		0	0	0	0	0			0	
	Whole Grain-Rich Based Desserts		0	0	0	0	0			0	
TOTAL VEGETABLES			0	0	0	0	0		N/A	0	
	Dark Green		0	0	0	0	0			0	
	Red/Orange		0	0	0	0	0			0	
	Beans/Peas		0	0	0	0	0			0	
	Starchy		0	0	0	0	0			0	
	Other		0	0	0	0	0			0	
	Vegetable Juice		0 / 0	0 / 0	0 / 0	0 / 0	0 / 0			0.00%	
TOTAL FRUITS		0.5	0.5	0.5	0.5	0.5	0.5		N/A	2.5	
	Fruits		0.5	0.5	0.5	0.5	0.5			2.5	
	Juice†		0 / 0.5	0 / 0.5	0 / 0.5	0 / 0.5	0 / 0.5			0%	
FLUID MILK	§	1	1	1	1	1	1		N/A	5	
	Nonfat Unflavored Milk		0	0	0	0	0			0	
	Nonfat Flavored Milk		0	0	0	0	0			0	
	1% Unflavored Milk		1	1	1	1	1			5	
	1% Flavored Milk		0	0	0	0	0			0	
	Whole Unflavored Milk		0	0	0	0	0			0	
	Whole Flavored Milk		0	0	0	0	0			0	
	2% Unflavored Milk		0	0	0	0	0			0	
	2% Flavored Milk		0	0	0	0	0			0	
Calories (kcal)			332.7 27	423.7 53	302.38 0	558.7 30	421.6 40		N/A	407.846	
Saturated Fat (%)			5.98 %	20.62 %	4.64%	16.53 %	6.89 %		N/A	11.90%	
Sodium (mg)			334.0 27	475.0 82	338.06 0	462.2 60	243.5 05		N/A	370.587	

† Juice is limited to once per day

‡ At least one serving of grains per day must be whole grain-rich

§ Yogurt must contain no more than 23 gm sugar per 6 oz

†† Breakfast cereal must contain no more than 6 gm sugar per dry ounce.

‡‡ Meat and meat alternates may be used to substitute the entire grains component a maximum of three times per week



Cinnamon Applesauce Cup						Total Planned: 100		
Meat/Meat Alternates ‡	TOTAL GRAINS ††	Grains	Whole Grain-Rich ‡	Grain Based Desserts	Whole Grain-Rich Based Desserts	TOTAL VEGETABLES	Dark Green	
						0		
Red/Orange	Beans/Peas	Starchy	Other	Vegetable Juice	TOTAL FRUITS	Fruits	Juice †	
					0.5	0.5		
FLUID MILK §	Nonfat Unflavored Milk	Nonfat Flavored Milk	1% Unflavored Milk	1% Flavored Milk	Whole Unflavored Milk	Whole Flavored Milk	2% Unflavored Milk	2% Flavored Milk
Weighted Calories (kcal)			Weighted Saturated Fat (g)			Weighted Sodium (mg)		
70.247			0.000			0.000		

Milk								
1% Milk			Total Planned: 100					
Meat/Meat Alternates ‡	TOTAL GRAINS ††	Grains	Whole Grain-Rich ‡	Grain Based Desserts	Whole Grain-Rich Based Desserts	TOTAL VEGETABLES	Dark Green	
						0		
Red/Orange	Beans/Peas	Starchy	Other	Vegetable Juice	TOTAL FRUITS	Fruits	Juice †	
FLUID MILK §	Nonfat Unflavored Milk	Nonfat Flavored Milk	1% Unflavored Milk	1% Flavored Milk	Whole Unflavored Milk	Whole Flavored Milk	2% Unflavored Milk	2% Flavored Milk
			1					
Weighted Calories (kcal)			Weighted Saturated Fat (g)			Weighted Sodium (mg)		
102.480			1.545			107.360		

† Juice is limited to once per day

Total For Day				100
	Total	Daily Meal Standard	Meets Standard	Corrections Needed
Meat/Meat Alternates ±±	0 / 0			
TOTAL GRAINS ±±	2 / 2	1	Y	
Grains	0			
Whole Grain-Rich ±	2			
Grain Based Desserts	0			
Whole Grain-Rich Based Desserts	0			
TOTAL VEGETABLES	0			
Dark Green	0			
Red/Orange	0			
Beans/Peas	0			
Starchy	0			
Other	0			
Vegetable Juice	0			
TOTAL FRUITS	0.5	0.5	Y	
Fruits	0.5			
Juice ±	0			
FLUID MILK S	1	1	Y	
Nonfat Unflavored Milk	0			
Nonfat Flavored Milk	0			
1% Unflavored Milk	1			
1% Flavored Milk	0			
Whole Unflavored Milk	0			
Whole Flavored Milk	0			
2% Unflavored Milk	0			
2% Flavored Milk	0			
<b>Weighted Calories (kcal)</b>		<b>Weighted Saturated Fat (g)</b>		<b>Weighted Sodium (mg)</b>
332.727		5.98%		334.027

Raisins		Total Planned: 100						
Meat/Meat Alternates ‡‡	TOTAL GRAINS ††	Grains	Whole Grain-Rich ‡	Grain Based Desserts	Whole Grain-Rich Based Desserts	TOTAL VEGETABLES	Dark Green	
						0		
Red/Orange	Beans/Peas	Starchy	Other	Vegetable Juice	TOTAL FRUITS	Fruits	Juice †	
					0.5	0.5		
FLUID MILK §	Nonfat Unflavored Milk	Nonfat Flavored Milk	1% Unflavored Milk	1% Flavored Milk	Whole Unflavored Milk	Whole Flavored Milk	2% Unflavored Milk	2% Flavored Milk
Weighted Calories (kcal)		Weighted Saturated Fat (g)			Weighted Sodium (mg)			
107.638		0.034			9.360			

Milk		Total Planned: 100						
1% Milk		Total Planned: 100						
Meat/Meat Alternates ‡‡	TOTAL GRAINS ††	Grains	Whole Grain-Rich ‡	Grain Based Desserts	Whole Grain-Rich Based Desserts	TOTAL VEGETABLES	Dark Green	
						0		
Red/Orange	Beans/Peas	Starchy	Other	Vegetable Juice	TOTAL FRUITS	Fruits	Juice †	
FLUID MILK §	Nonfat Unflavored Milk	Nonfat Flavored Milk	1% Unflavored Milk	1% Flavored Milk	Whole Unflavored Milk	Whole Flavored Milk	2% Unflavored Milk	2% Flavored Milk
			1					
Weighted Calories (kcal)		Weighted Saturated Fat (g)			Weighted Sodium (mg)			
102.480		1.545			107.360			

† Juice is limited to once per day

Total For Day				100
	Total	Daily Meal Standard	Meets Standard	Corrections Needed
Meat/Meat Alternates ++	3.5 / 3.5			
TOTAL GRAINS ++	1 / 1	1	Y	
Grains	0			
Whole Grain-Rich ±	1			
Grain Based Desserts	0			
Whole Grain-Rich Based Desserts	0			
TOTAL VEGETABLES	0			
Dark Green	0			
Red/Orange	0			
Beans/Peas	0			
Starchy	0			
Other	0			
Vegetable Juice	0			
TOTAL FRUITS	0.5	0.5	Y	
Fruits	0.5			
Juice +	0			
FLUID MILK §	1	1	Y	
Nonfat Unflavored Milk	0			
Nonfat Flavored Milk	0			
1% Unflavored Milk	1			
1% Flavored Milk	0			
Whole Unflavored Milk	0			
Whole Flavored Milk	0			
2% Unflavored Milk	0			
2% Flavored Milk	0			
<b>Weighted Calories (kcal)</b>		<b>Weighted Saturated Fat (g)</b>		<b>Weighted Sodium (mg)</b>
423.753		20.62%		475.082

Fresh Pear				Total Planned: 100				
Meat/Meat Alternates ‡	TOTAL GRAINS ††	Grains	Whole Grain-Rich ‡	Grain Based Desserts	Whole Grain-Rich Based Desserts	TOTAL VEGETABLES	Dark Green	
						0		
Red/Orange	Beans/Peas	Starchy	Other	Vegetable Juice	TOTAL FRUITS	Fruits	Juice †	
					0.5	0.5		
FLUID MILK §	Nonfat Unflavored Milk	Nonfat Flavored Milk	1% Unflavored Milk	1% Flavored Milk	Whole Unflavored Milk	Whole Flavored Milk	2% Unflavored Milk	2% Flavored Milk
Weighted Calories (kcal)			Weighted Saturated Fat (g)			Weighted Sodium (mg)		
39.900			0.015			0.700		

Milk				Total Planned: 100				
1% Milk				Total Planned: 100				
Meat/Meat Alternates ‡	TOTAL GRAINS ††	Grains	Whole Grain-Rich ‡	Grain Based Desserts	Whole Grain-Rich Based Desserts	TOTAL VEGETABLES	Dark Green	
						0		
Red/Orange	Beans/Peas	Starchy	Other	Vegetable Juice	TOTAL FRUITS	Fruits	Juice †	
FLUID MILK §	Nonfat Unflavored Milk	Nonfat Flavored Milk	1% Unflavored Milk	1% Flavored Milk	Whole Unflavored Milk	Whole Flavored Milk	2% Unflavored Milk	2% Flavored Milk
			1					
Weighted Calories (kcal)			Weighted Saturated Fat (g)			Weighted Sodium (mg)		
102.480			1.545			107.360		

† Juice is limited to once per day

Total For Day				100
	Total	Daily Meal Standard	Meets Standard	Corrections Needed
Meat/Meat Alternates ‡‡	0 / 0			
TOTAL GRAINS ‡‡	2.25 / 2.25	1	Y	
Grains	0			
Whole Grain-Rich ‡	2.25			
Grain Based Desserts	0			
Whole Grain-Rich Based Desserts	0			
TOTAL VEGETABLES	0			
Dark Green	0			
Red/Orange	0			
Beans/Peas	0			
Starchy	0			
Other	0			
Vegetable Juice	0			
TOTAL FRUITS	0.5	0.5	Y	
Fruits	0.5			
Juice ‡	0			
FLUID MILK §	1	1	Y	
Nonfat Unflavored Milk	0			
Nonfat Flavored Milk	0			
1% Unflavored Milk	1			
1% Flavored Milk	0			
Whole Unflavored Milk	0			
Whole Flavored Milk	0			
2% Unflavored Milk	0			
2% Flavored Milk	0			
<b>Weighted Calories (kcal)</b>		<b>Weighted Saturated Fat (g)</b>		<b>Weighted Sodium (mg)</b>
302.380		4.64%		338.060

Fresh Plum				Total Planned: 100				
Meat/Meat Alternates ‡‡	TOTAL GRAINS ††	Grains	Whole Grain-Rich ‡	Grain Based Desserts	Whole Grain-Rich Based Desserts	TOTAL VEGETABLES	Dark Green	
						0		
Red/Orange	Beans/Peas	Starchy	Other	Vegetable Juice	TOTAL FRUITS	Fruits	Juice †	
					0.5	0.5		
FLUID MILK §	Nonfat Unflavored Milk	Nonfat Flavored Milk	1% Unflavored Milk	1% Flavored Milk	Whole Unflavored Milk	Whole Flavored Milk	2% Unflavored Milk	2% Flavored Milk
Weighted Calories (kcal)			Weighted Saturated Fat (g)			Weighted Sodium (mg)		
37.950			0.014			0.000		

Milk				Total Planned: 100				
1% Milk				Total Planned: 100				
Meat/Meat Alternates ‡‡	TOTAL GRAINS ††	Grains	Whole Grain-Rich ‡	Grain Based Desserts	Whole Grain-Rich Based Desserts	TOTAL VEGETABLES	Dark Green	
						0		
Red/Orange	Beans/Peas	Starchy	Other	Vegetable Juice	TOTAL FRUITS	Fruits	Juice †	
FLUID MILK §	Nonfat Unflavored Milk	Nonfat Flavored Milk	1% Unflavored Milk	1% Flavored Milk	Whole Unflavored Milk	Whole Flavored Milk	2% Unflavored Milk	2% Flavored Milk
			1					
Weighted Calories (kcal)			Weighted Saturated Fat (g)			Weighted Sodium (mg)		
102.480			1.545			107.360		

† Juice is limited to once per day

Total For Day				100
	Total	Daily Meal Standard	Meets Standard	Corrections Needed
Meat/Meat Alternates ±±	0 / 0			
TOTAL GRAINS ±±	2 / 2	1	Y	
Grains	0			
Whole Grain-Rich ±	2			
Grain Based Desserts	0			
Whole Grain-Rich Based Desserts	0			
TOTAL VEGETABLES	0			
Dark Green	0			
Red/Orange	0			
Beans/Peas	0			
Starchy	0			
Other	0			
Vegetable Juice	0			
TOTAL FRUITS	0.5	0.5	Y	
Fruits	0.5			
Juice ±	0			
FLUID MILK §	1	1	Y	
Nonfat Unflavored Milk	0			
Nonfat Flavored Milk	0			
1% Unflavored Milk	1			
1% Flavored Milk	0			
Whole Unflavored Milk	0			
Whole Flavored Milk	0			
2% Unflavored Milk	0			
2% Flavored Milk	0			
<b>Weighted Calories (kcal)</b>		<b>Weighted Saturated Fat (g)</b>		<b>Weighted Sodium (mg)</b>
558.730		16.53%		462.260



Fresh Blueberries					Total Planned: 100			
Meat/Meat Alternates ‡	TOTAL GRAINS ††	Grains	Whole Grain-Rich ‡	Grain Based Desserts	Whole Grain-Rich Based Desserts	TOTAL VEGETABLES	Dark Green	
						0		
Red/Orange	Beans/Peas	Starchy	Other	Vegetable Juice	TOTAL FRUITS	Fruits	Juice †	
					0.5	0.5		
FLUID MILK §	Nonfat Unflavored Milk	Nonfat Flavored Milk	1% Unflavored Milk	1% Flavored Milk	Whole Unflavored Milk	Whole Flavored Milk	2% Unflavored Milk	2% Flavored Milk
Weighted Calories (kcal)			Weighted Saturated Fat (g)			Weighted Sodium (mg)		
42.180			0.021			0.740		

Milk

1% Milk					Total Planned: 100			
Meat/Meat Alternates ‡	TOTAL GRAINS ††	Grains	Whole Grain-Rich ‡	Grain Based Desserts	Whole Grain-Rich Based Desserts	TOTAL VEGETABLES	Dark Green	
						0		
Red/Orange	Beans/Peas	Starchy	Other	Vegetable Juice	TOTAL FRUITS	Fruits	Juice †	
FLUID MILK §	Nonfat Unflavored Milk	Nonfat Flavored Milk	1% Unflavored Milk	1% Flavored Milk	Whole Unflavored Milk	Whole Flavored Milk	2% Unflavored Milk	2% Flavored Milk
			1					
Weighted Calories (kcal)			Weighted Saturated Fat (g)			Weighted Sodium (mg)		
102.480			1.545			107.360		

† Juice is limited to once per day

Total For Day				100
	Total	Daily Meal Standard	Meets Standard	Corrections Needed
Meat/Meat Alternates ‡‡	1 / 1			
TOTAL GRAINS ‡‡	1 / 1	1	Y	
Grains	0			
Whole Grain-Rich ‡	1			
Grain Based Desserts	0			
Whole Grain-Rich Based Desserts	0			
TOTAL VEGETABLES	0			
Dark Green	0			
Red/Orange	0			
Beans/Peas	0			
Starchy	0			
Other	0			
Vegetable Juice	0			
TOTAL FRUITS	0.5	0.5	Y	
Fruits	0.5			
Juice †	0			
FLUID MILK §	1	1	Y	
Nonfat Unflavored Milk	0			
Nonfat Flavored Milk	0			
1% Unflavored Milk	1			
1% Flavored Milk	0			
Whole Unflavored Milk	0			
Whole Flavored Milk	0			
2% Unflavored Milk	0			
2% Flavored Milk	0			
<b>Weighted Calories (kcal)</b>		<b>Weighted Saturated Fat (g)</b>		<b>Weighted Sodium (mg)</b>
421.640		6.89%		243.505

### Meal Contribution

Meal Item	Portion Size	M/MA	Total Grains	Total Fruits	Total Veg.	Ve g.	DK Green	Red / Orange	Beans / Peas	Starc hy	Oth er	Veg. Juice	Milk 1% flavored	Milk 1% unflavored	Milk nonfat unflavored	Milk, nonfat flavored
Breakfast Entree																
Pancakes	2 each		2 oz (eq)													
Fruit																
Cinnamon Applesauce Cup	1 each			1/2 Cups												
Milk																
1% Milk	1 carton													1 Cups		

### Meal Contribution

Meal Item	Portion Size	M/M A	Total Grains	Total Fruits	Total Veg.	Ve g.	DK Green	Red / Orange	Beans / Peas	Starchy	Other	Veg. Juice	Milk 1% flavored	Milk 1% unflavored	Milk nonfat unflavored	Milk, nonfat flavored
Breakfast Entree																
Egg and Chorizo Breakfast Bowl	1 serving	3.5 oz	1 oz (eq)													
Fruit																
Raisins	1/4 cup			1/2 Cups												
Milk																
1% Milk	1 carton													1 Cups		

### Meal Contribution

Meal Item	Portion Size	M/M A	Total Grains	Total Fruits	Total Veg.	Ve g.	DK Green	Red / Orange	Beans / Peas	Starc hy	Oth er	Veg. Juice	Milk 1% flavored	Milk 1% unflavored	Milk nonfat unflavored	Milk, nonfat flavored	
Breakfast Entree																	
English Muffin	1 each		2.25 oz (eq)														
Fruit																	
Fresh Pear	1 each			1/2 Cups													
Milk																	
1% Milk	1 carton													1 Cups			

### Meal Contribution

Meal Item	Portion Size	M/MA	Total Grains	Total Fruits	Total Veg.	Ve g.	DK Green	Red / Orange	Beans / Peas	Starc hy	Oth er	Veg. Juice	Milk 1% flavored	Milk 1% unflavored	Milk nonfat unflavored	Milk, nonfat flavored
Breakfast Entree																
Strawberry Scone	1 each		2 oz (eg)													
Fruit																
Fresh Plum	1 1/2 Cup			1/2 Cups												
Milk																
1% Milk	1 carton													1 Cups		

### Meal Contribution

Meal Item	Portion Size	M/MA	Total Grains	Total Fruits	Total Veg.	Ve g.	DK Green	Red / Orange	Beans / Peas	Starchy	Other	Veg. Juice	Milk 1% flavored	Milk 1% unflavored	Milk nonfat unflavored	Milk, nonfat flavored
<b>Breakfast Entree</b>																
Strawberry and Blueberry Parfait	1 each	1 oz	1 oz (eq)													
<b>Fruit</b>																
Fresh Blueberries	1 1/2 Cup			1/2 Cups												
<b>Milk</b>																
1% Milk	1 carton													1 Cups		

Fruit																					
Cinnamon Applesauce Cup	37	1 each	70.247	0.000	0.000	N/A*	2.007	15.053	0.000	0.000	0.000	60.211	N/A*	0.000	18.063	0.000	0.000	0.00%	0.000	\$0.00	#1 - No Cook
Applesauce, Cinnamon, Juice Sweetened, 72/4oz, Tree Top, 1186	2066817		70.247	0.000	0.000	N/A*	2.007	15.053	0.000	0.000	0.000	60.211	N/A*	0.000	18.063	0.000	0.000	0.00%	0.000	\$0.00	
Fresh Blueberries	49	1 1/2 Cup	42.180	0.000	0.740	56.980	1.776	7.370	0.207	4.440	39.960	7.178	0.000	0.548	10.723	0.244	0.021	0.45%	0.000	\$0.00	
Blueberries, raw	6618		42.180	0.000	0.740	56.980	1.776	7.370	0.207	4.440	39.960	7.178	0.000	0.548	10.723	0.244	0.021	0.44%	0.000	\$0.00	
Fresh Pear	45	1 each	39.900	0.000	0.700	81.200	2.170	6.825	0.126	6.300	17.500	3.010	0.000	0.252	10.661	0.098	0.015	0.34%	0.000	\$0.00	
Pears, raw	9799		39.900	0.000	0.700	81.200	2.170	6.825	0.126	6.300	17.500	3.010	0.000	0.252	10.661	0.098	0.015	0.35%	0.000	\$0.00	
Fresh Plum	51	1 1/2 Cup	37.950	0.000	0.000	129.525	1.155	8.184	0.140	4.950	284.625	7.838	0.000	0.577	9.421	0.231	0.014	0.33%	0.000	\$0.00	
Plums, raw	6653		37.950	0.000	0.000	129.525	1.155	8.184	0.140	4.950	284.625	7.838	0.000	0.578	9.422	0.231	0.014	0.33%	0.000	\$0.00	
Raisins	44	0.25 cup	107.638	0.000	9.360	267.835	1.620	23.464	0.644	22.320	0.000	0.828	0.000	1.188	28.555	0.090	0.034	0.28%	0.000	\$0.00	
Raisins, dark, seedless (Includes foods for USDA's Food Distribution Program)	9808		107.638	0.000	9.360	267.835	1.620	23.464	0.644	22.320	0.000	0.828	0.000	1.188	28.555	0.090	0.034	0.28%	0.000	\$0.00	
Milk																					
1% Milk	34	1 carton	102.480	12.200	107.360	366.000	0.000	12.688	0.073	305.000	478.240	0.000	2.928	8.223	12.176	2.367	1.545	13.57%	N/A*	\$0.00	#1 - No Cook
Milk, lowfat, fluid, 1% milkfat, with added vitamin A and vitamin D	7249		102.480	12.200	107.360	366.000	0.000	12.688	0.073	305.000	478.240	0.000	2.928	8.223	12.176	2.367	1.545	13.56%	N/A*	\$0.00	



## Milk

## Recipe #: 34

**Milk, 1%, Low Fat, Plain**

Milk

**Ingredients****Quantity**

Milk, lowfat, fluid, 1% milkfat, with added vitamin A and vitamin D

1 carton, 1/2 pint

**Preparation Instructions**

#1 - No Cook

Food prep areas, Equipment, and utensils, to be used in recipe will be washed and sanitized prior to beginning the preparation and cooking. Assemble all ingredients, utensils, etc. to be used in recipe within easy reach of prep area so that food safety can be managed more effectively as well as better control of contamination and cross contamination.

Remove product from refrigerator using oldest pack date first.

CCP: Wash hands thoroughly before handling food, after handling contaminated food or objects, and before switching to another step where there is an opportunity for contamination. This applies as well to before and after glove use. Use clean pair of gloves when handling raw product. Replace gloves after handling any other object.

CCP: Ensure cold food is held at a temperature below 41° F.

**CORRECTIVE ACTION COLD FOOD:** Any food item being served cold must be maintained at or below 41. In the event the temperature of the cold item rises above 41 it must be returned to a refrigerated or frozen atmosphere and temperature reduced to 41 or below.

CCP: Record time and internal temperature of completed recipe on daily log.

**1% Milk****Serving Size:** 1**Serving Measure:** carton**Yield:** 1**Nutrient Facts**

Serving Size 1 carton  
Serving Weight 244.000 gm

**Amounts Per Serving**

Calories 102.480 kcal

**Total Fat** 2.367 gm

Saturated Fat 1.545 gm

Trans Fat N/A\*

**Cholesterol** 12.200 mg**Sodium** 107.360 mg**Potassium** 366.000 mg**Carbohydrates** 12.176 gm

Fiber 0.000 gm

Sugars 12.688 gm

**Protein** 8.223 gm

Iron 0.073 mg

Calcium 305.000 mg

Vitamin A (IU) 478.240 iu

Vitamin C 0.000 mg

Vitamin D 2.928 mcg

Saturated Fat % of Calories  
13.57%

\* = Indicates missing Nutrient Information.

^ = Indicates user added nutrient.

**WARNING: TRANS FAT VALUES ARE PROVIDED FOR INFORMATION PURPOSES ONLY, NOT FOR MONITORING PURPOSES.**

**Meal Components**

1 Cups of 1% Unflavored Milk

**Allergens**

Milk

**Product Specifications**

#2066817 Applesauce, Cinnamon, Juice Sweetened, 72/4oz, Tree Top, 1186 (attachment 1)

#2066817 Applesauce, Cinnamon, Juice Sweetened, 72/4oz, Tree Top, 1186 (attachment 2)

#265555 Blueberries, unsweetened, Native type (wild), individually quick frozen (IQF) [100243] (attachment 1)

#2045019 Cheese, Cheddar, White, Shredded (attachment 1)

#9150 Eggs, whole, frozen, raw, pasteurized, homogenized, with color stabilizer [100046] (attachment 1)

#2043289 English Muffin, WW, 66g, Franz, 60986, 62772, 70604, 70611, 70613, 76096 (attachment 1)

## Recipe #: 43

**English Muffin with Jam**

Breakfast Entree

**Ingredients**

	<b>Quantity</b>
English Muffin, WW, 66g, Franz, 60986, 62772, 70604, 70611, 70613, 76096	1 muffin
Jam, Strawberry, 200/0.5oz cup, Treemont Farms, 76503	1 each

**Preparation Instructions**

#2 - Same Day Service

Food prep areas, Equipment, and utensils, to be used in recipe will be washed and sanitized prior to beginning the preparation and cooking.

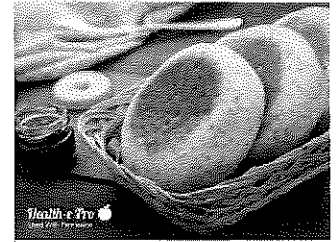
Assemble all ingredients, utensils, etc. to be used in recipe within easy reach of prep area so that food safety can be managed more effectively as well as better control of contamination and cross contamination.

Remove frozen product from freezer using oldest pack date first.

CCP: Wash hands thoroughly before handling food, after handling contaminated food or objects, and before switching to another step where there is an opportunity for contamination. This applies as well to before and after glove use. Use clean pair of gloves when handling raw product. Replace gloves after handling any other object.

Thaw product completely in refrigerator. Do not refreeze product.

Toast or heat as desired

**English Muffin****Serving Size: 1****Serving Measure: each****Yield: 1****Nutrient Facts**

Serving Size 1 each  
Serving Weight 80.175 gm

**Amounts Per Serving**

Calories 160.000 kcal

**Total Fat 1.000 gm**

Saturated Fat 0.000 gm

Trans Fat 0.000 gm

**Cholesterol 0.000 mg****Sodium 230.000 mg****Potassium 135.000 mg****Carbohydrates 34.000 gm**

Fiber 3.000 gm

Sugars 9.000 gm

**Protein 5.000 gm**

Iron 1.080 mg

Calcium 60.000 mg

Vitamin A (IU) 0.000 iu

Vitamin C 2.400 mg

Vitamin D 0.000 mcg

Saturated Fat % of Calories  
0.00%

\* = Indicates missing Nutrient Information.

^ = Indicates user added nutrient.

**WARNING: TRANS FAT VALUES ARE PROVIDED FOR INFORMATION PURPOSES ONLY, NOT FOR MONITORING PURPOSES.**

**Meal Components**

2.25 oz (eq) of Whole Grain-Rich

**Allergens**

Wheat

## Recipe #: 48

**Strawberry and Blueberry Yogurt Parfait**

Breakfast Entree

**Ingredients**

	<b>Quantity</b>
Yogurt, vanilla, low fat.	1 qt., 2 c.
Strawberries, raw	1 lb. 2 oz.
Granola	3 c.
Blueberries, unsweetened. Native type (wild), individually quick frozen (IQF) [100243]	1 lb.

**Preparation Instructions**

#1 - No Cook

Food prep areas, Equipment, and utensils, to be used in recipe will be washed and sanitized prior to beginning the preparation and cooking. Assemble all ingredients, utensils, etc. to be used in recipe within easy reach of prep area so that food safety can be managed more effectively as well as better control of contamination and cross contamination.

Remove product from refrigerator using oldest pack date first.

CCP: Wash hands thoroughly before handling food, after handling contaminated food or objects, and before switching to another step where there is an opportunity for contamination. This applies as well to before and after glove use. Use clean pair of gloves when handling raw product. Replace gloves after handling any other object.

CCP: Ensure cold food is held at a temperature below 41° F.

1. Set out 12 or 24 10–12 ounce clear cups.
2. Place 1/4 cup blueberries in the bottom of each cup.
3. Place 1/2 cup yogurt into each cup on top of the blueberries.
4. Top with 1/4 cup strawberries.
5. Just before service add 1/4 cup granola over the strawberries.

CCP: Hold for cold service at 41°F or lower.

**CORRECTIVE ACTION COLD FOOD:** Any food item being served cold must be maintained at or below 41. In the event the temperature of the cold item rises above 41 it must be returned to a refrigerated or frozen atmosphere and temperature reduced to 41 or below.

CCP: Record time and internal temperature of completed recipe on daily log.

**Strawberry and Blueberry Parfait****Serving Size:** 1**Serving Measure:** each**Yield:** 12**Nutrient Facts**

Serving Size 1 each  
Serving Weight 244.734 gm

**Amounts Per Serving**

Calories 276.980 kcal

**Total Fat** 4.449 gm

Saturated Fat 1.664 gm

Trans Fat 0.000 gm\*

**Cholesterol** 6.125 mg**Sodium** 135.405 mg**Potassium** 353.157 mg\***Carbohydrates** 51.506 gm

Fiber 4.628 gm

Sugars 33.814 gm\*

**Protein** 9.125 gm

Iron 1.846 mg

Calcium 238.682 mg

Vitamin A (IU) 120,267 IU

Vitamin C 26.888 mg

Vitamin D 0.000 mcg\*

Saturated Fat % of Calories  
5.41%

\* = Indicates missing Nutrient Information.

^ = Indicates user added nutrient.

**WARNING: TRANS FAT VALUES ARE PROVIDED FOR INFORMATION PURPOSES ONLY, NOT FOR MONITORING PURPOSES.**

**Meal Components**

1 oz of Meat/Meat Alternates  
1 oz (eq) of Whole Grain-Rich

**Allergens**

Milk

**Attributes**

Made from Scratch, Vegetarian

## Fruit

## Recipe #: 37

**Applesauce, 1/2 Cup**

Fruit

**Ingredients****Quantity**

Applesauce, Cinnamon, Juice Sweetened, 72/4oz, Tree Top, 1186

1 each

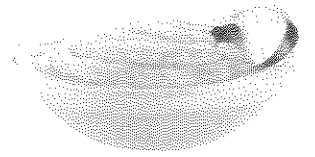
**Preparation Instructions**

#1 - No Cook

Food prep areas, Equipment, and utensils, to be used in recipe will be washed and sanitized prior to beginning the preparation and cooking. Assemble all ingredients, utensils, etc. to be used in recipe within easy reach of prep area so that food safety can be managed more effectively as well as better control of contamination and cross contamination.

CCP: Wash hands thoroughly before handling food, after handling contaminated food or objects, and before switching to another step where there is an opportunity for contamination. This applies as well to before and after glove use. Use clean pair of gloves when handling raw product. Replace gloves after handling any other object.

Remove product from dry storage room using oldest pack date first.



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**Cinnamon Applesauce Cup****Serving Size:** 1**Serving Measure:** each**Yield:** 1**Nutrient Facts**

Serving Size 1 each  
Serving Weight 113.398 gm

**Amounts Per Serving**

Calories 70.247 kcal

**Total Fat** 0.000 gm

Saturated Fat 0.000 gm

Trans Fat 0.000 gm

**Cholesterol** 0.000 mg**Sodium** 0.000 mg**Potassium** N/A\***Carbohydrates** 18.063 gm

Fiber 2.007 gm

Sugars 15.053 gm

**Protein** 0.000 gm

Iron 0.000 mg

Calcium 0.000 mg

Vitamin A (IU) 0.000 iu

Vitamin C 60.211 mg

Vitamin D N/A\*

Saturated Fat % of Calories  
0.00%

\* = Indicates missing Nutrient Information.

^ = Indicates user added nutrient.

WARNING: TRANS FAT VALUES ARE PROVIDED FOR INFORMATION PURPOSES ONLY, NOT FOR MONITORING PURPOSES.

**Meal Components**

0.5 Cups of Total Fruits

**Allergens**

No Allergens

**Attributes**

Vegetarian

## Recipe #: 45

**Pear, 1/2 Cup**

Fruit

**Ingredients****Quantity**

Pears, raw

1/2 c. slices

**Preparation Instructions**

Food prep areas, Equipment, and utensils, to be used in recipe will be washed and sanitized prior to beginning the preparation and cooking. Assemble all ingredients, utensils, etc. to be used in recipe within easy reach of prep area so that food safety can be managed more effectively as well as better control of contamination and cross contamination.

Remove product from refrigerator using oldest pack date first.

CCP: Wash hands thoroughly before handling food, after handling contaminated food or objects, and before switching to another step where there is an opportunity for contamination. This applies as well to before and after glove use. Use clean pair of gloves when handling raw product. Replace gloves after handling any other object.

Wash all raw fruits and vegetables thoroughly before combining with other ingredients including: \* Unpeeled fresh fruit and vegetables that are served whole or cut into pieces. \* Fruits and vegetables that are peeled and cut to use in cooking or served ready-to-eat.

Wash fresh produce vigorously under cold running water or by using chemicals that comply with the 2001 FDA Food Code. Packaged fruits and vegetables labeled as being previously washed and ready-to-eat are not required to be washed.

Scrub the surface of firm fruits or vegetables such as apples or potatoes using a clean and sanitized brush designated for this purpose.

Remove any damaged or bruised areas.

Label, date, and refrigerate fresh-cut items.

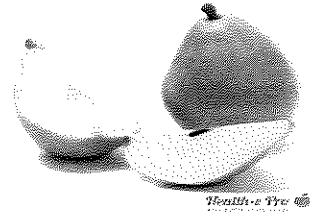
CCP: Ensure cold food is held at a temperature below 41° F.

**CORRECTIVE ACTION COLD FOOD:** Any food item being served cold must be maintained at or below 41. In the event the temperature of the cold item rises above 41 it must be returned to a refrigerated or frozen atmosphere and temperature reduced to 41 or below.

**Directions:**

1. Cut pears in half.
2. Soak cut apples in lemon wash (1 gallon of water to 2 cups lemon juice).
3. Serving size is 2 halves.

CCP: Hold for cold service below 40 degrees.

**Fresh Pear**

Serving Size: 1

Serving Measure: each

Yield: 1

**Nutrient Facts**

Serving Size 1 each  
Serving Weight 70.000 gm

**Amounts Per Serving**

Calories 39.900 kcal

**Total Fat** 0.098 gm

Saturated Fat 0.015 gm

Trans Fat 0.000 gm

**Cholesterol** 0.000 mg**Sodium** 0.700 mg**Potassium** 81.200 mg**Carbohydrates** 10.661 gm

Fiber 2.170 gm

Sugars 6.825 gm

**Protein** 0.252 gm

Iron 0.126 mg

Calcium 6.300 mg

Vitamin A (IU) 17.500 iu

Vitamin C 3.010 mg

Vitamin D 0.000 mcg

Saturated Fat % of Calories  
0.34%

\* = Indicates missing Nutrient Information.

^ = Indicates user added nutrient.

**WARNING: TRANS FAT VALUES ARE PROVIDED FOR INFORMATION PURPOSES ONLY, NOT FOR MONITORING PURPOSES.**

**Meal Components**

0.5 Cups of Total Fruits

**Allergens**

No Allergens

**Attributes**

Vegan, Vegetarian





**FATIMAS PIZZA & BAKERY**  
**4869 UNIVERSITY AVE**  
**SAN DIEGO, CA 92115**  
**619.548.3252**

# Lunch - CACFP (Ages 5-14)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Hamburger on WGR Bun Cobb Salad with WGR Crackers 1/2 Cup Potato Wedges 1/2 Cup Appleslices 8oz Low Fat Milk	Chicken Drumstick with WGR Rice Cheesy WGR Breadsticks 1/2 Cup Cucumber 1/2 Cup Mandarines 8oz Low Fat Milk	Beef Soft Taco with WGR Tortillas Chicken Ranch Salad with WGR Chips 1/2 Cup Celery 1/2 Cup Nectarines 8oz Low Fat Milk	WGR Spaghetti with Meat Sauce WGR Chicken Nuggets WGR Breadstick 1/2 Cup Broccoli 1/2 Cup Pears 8oz Low Fat Milk	WGR Pizza WGR Turkey Sandwich 1/2 Cup Jicama 4oz 100% Juice 8oz Low Fat Milk
Chicken Curry with WGR Rice Chef Salad with WGR Roll 1/2 Cup Carrots 1/2 Cup Oranges 8oz Low Fat Milk	Meatball Sub on WGR Bread WGR Turkey Sandwich 1/2 Cup Potato Wedges 1/2 Tomatoes 8oz Low Fat Milk	BBQ Chicken WGR Macaroni and Cheese WGR Biscuit 1/2 Cup Corn 1/2 Cup Peaches 8oz Low Fat Milk	Hot Dot on WGR Bun Chili Cheese WGR Nachos Biscuit 1/2 Cup Beans 4oz 100% Juice 8oz Low Fat Milk	WGR Pizza Chicken Caesar salad with WGR Crackers 1/2 Cup Celery 1/2 Cup Strawberries 8oz Low Fat Milk
Hamburger on WGR Bun Cobb Salad with WGR Crackers 1/2 Cup Potato Wedges 1/2 Cup Appleslices 8oz Low Fat Milk	Chicken Drumstick with WGR Rice Cheesy WGR Breadsticks 1/2 Cup Cucumber 1/2 Cup Mandarines 8oz Low Fat Milk	Beef Soft Taco with WGR Tortillas Chicken Ranch Salad with WGR Chips 1/2 Cup Celery 1/2 Cup Nectarines 8oz Low Fat Milk	WGR Spaghetti with Meat Sauce WGR Chicken Nuggets WGR Breadstick 1/2 Cup Broccoli 1/2 Cup Pears 8oz Low Fat Milk	WGR Pizza WGR Turkey Sandwich 1/2 Cup Jicama 4oz 100% Juice 8oz Low Fat Milk
Chicken Curry with WGR Rice Chef Salad with WGR Roll 1/2 Cup Carrots 1/2 Cup Oranges 8oz Low Fat Milk	Meatball Sub on WGR Bread WGR Turkey Sandwich 1/2 Cup Potato Wedges 1/2 Tomatoes 8oz Low Fat Milk	BBQ Chicken WGR Macaroni and Cheese WGR Biscuit 1/2 Cup Corn 1/2 Cup Peaches 8oz Low Fat Milk	Hot Dot on WGR Bun Chili Cheese WGR Nachos Biscuit 1/2 Cup Beans 4oz 100% Juice 8oz Low Fat Milk	WGR Pizza Chicken Caesar salad with WGR Crackers 1/2 Cup Celery 1/2 Cup Strawberries 8oz Low Fat Milk



**FATIMAS PIZZA & BAKERY**  
 4869 UNIVERSITY AVE  
 SAN DIEGO, CA 92115  
 619.548.3252

# Breakfast

CACFP (Ages 5-14)

MONDAY	TUESDAY	WENDESDAY	THURSDAY	FRIDAY
Milk- 8oz Low Fat Whole Grain Rich Blueberry Muffin 1/2 Cup Orange Slices	Milk- 8oz Low Fat Whole Grain Rich Bagel with Cream Cheese 1/2 Cup Apple Slices	Milk- 8oz Low Fat Whole Grain Rich Breakfast Burrito 1/2 Cup Peaches	Milk- 8oz Low Fat Whole Grain Rich Waffles 1 Banana	Milk- 8oz Low Fat Whole Grain Rich Toast Hard Boiled Egg 1/2 Cup Strawberries
Milk- 8oz Low Fat Whole Grain Rich Pancakes 1/2 Cup Applesauce	Milk- 8oz Low Fat Breakfast Bowl Served with a WGR Biscuit 1/2 Cup Raisins	Milk- 8oz Low Fat Whole Grain English Muffin with Jam 1/2 Cup Pears	Milk- 8oz Low Fat Whole Grain Rich Strawberry Scone 1/2 Cup Plums	Milk- 8oz Low Fat Yogurt Parfait with Whole Grain Rich Granola 1/2 Cup Blueberries
Milk- 8oz Low Fat Whole Grain Rich Blueberry Muffin 1/2 Cup Orange Slices	Milk- 8oz Low Fat Whole Grain Rich Bagel with Cream Cheese 1/2 Cup Apple Slices	Milk- 8oz Low Fat Whole Grain Rich Breakfast Burrito 1/2 Cup Peaches	Milk- 8oz Low Fat Whole Grain Rich Waffles 1 Banana	Milk- 8oz Low Fat Whole Grain Rich Toast Hard Boiled Egg 1/2 Cup Strawberries
Milk- 8oz Low Fat Whole Grain Rich Pancakes 1/2 Cup Applesauce	Milk- 8oz Low Fat Breakfast Bowl Served with a WGR Biscuit 1/2 Cup Raisins	Milk- 8oz Low Fat Whole Grain English Muffin with Jam 1/2 Cup Pears	Milk- 8oz Low Fat Whole Grain Rich Strawberry Scone 1/2 Cup Plums	Milk- 8oz Low Fat Whole Grain Rich Breakfast Tacos 1/2 Cup Nectarine





# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

5/27/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Clear Wave Insurance Solutions 9311 Oakbourne Rd  Santee CA 92017	<b>CONTACT NAME:</b> Erik Stuhr <b>PHONE (A/C, No, Ext):</b> (619) 550-1662 <b>E-MAIL ADDRESS:</b> erik@clearwaveins.com	<b>FAX (A/C, No):</b>
	<b>INSURER(S) AFFORDING COVERAGE</b>	
	<b>INSURER A:</b> SCOTTSDALE INS CO	<b>NAIC #</b> 41297
<b>INSURED</b>  Fatuma's Cuisine, Inc. dba Fatuma's Pizza & Catering 4869 UNIVERSITY AVE  SAN DIEGO CA 92105	<b>INSURER B:</b>	
	<b>INSURER C:</b>	
	<b>INSURER D:</b>	
	<b>INSURER E:</b>	
	<b>INSURER F:</b>	

**COVERAGES****CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y	Y	CPS7481378	11/13/2021	11/13/2022	EACH OCCURRENCE	\$ 1000000
	DAMAGE TO RENTED PREMISES (Ea occurrence)						\$ 300000	
							MED EXP (Any one person)	\$ 5000
							PERSONAL & ADV INJURY	\$ 1000000
							GENERAL AGGREGATE	\$ 2000000
							PRODUCTS - COMP/OP AGG	\$ 2000000
								\$
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident)	\$
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE	\$
							AGGREGATE	\$
								\$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Y/N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				PER STATUTE	OTI-ER
							E.L. EACH ACCIDENT	\$
							E.L. DISEASE - EA EMPLOYEE	\$
							E.L. DISEASE - POLICY LIMIT	\$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

All Certificate holders are included as additional insureds

**CERTIFICATE HOLDER****CANCELLATION**

Proof Of Ins

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Erik Stuhr

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**AUG**

**County of San Diego**

**2022**

**DEPARTMENT OF ENVIRONMENTAL HEALTH AND QUALITY  
ENVIRONMENTAL HEALTH PERMIT**

P.O. BOX 129261, SAN DIEGO, CA 92112-9261 / (858) 505-6700 / (800) 253-9933 / FAX (858) 999-8920  
www.sdcdehq.org

Owner/Operator Name: **ABADIKADIR OSMAN**  
Facility Name: **FATIMAS PIZZA & BAKERY**  
Facility Located at: **4869 UNIVERSITY AVE, SAN DIEGO, CA 92105**  
Mailing Address  
**FATIMAS PIZZA & BAKERY  
ABADIKADIR OSMAN  
4990 UNIVERSITY AVE STE A  
SAN DIEGO, CA 92105**



**Amy Harbert**  
Director

Record Number: DEH2010-FFPP-439739

**PERMIT TO OPERATE RESTAURANT FOOD FACILITY**

**Expiration Date: 8/31/2022**

RENEWAL IS REQUIRED BEFORE EXPIRATION DATE

**ATTENTION**

- Post in a Conspicuous Place.
- A copy of this permit must be maintained at the facility location.
- Permit is not valid for any facility location or owner not listed above.
- This is not a City or County use permit, nor a permit to operate under any other regulatory program. Other permits may be required for these operations at this location.

This permit is provisional. The Director or designee of the Director may order the permit or any permit element be denied, suspended or revoked for violation of any relevant requirement established or provided by law. This permit does not excuse any owner or operator from complying with all applicable federal, state, county or local laws, ordinance or regulations. The owner or operator is required to determine if another permit or approval from any other agency or department is necessary. The County, by issuing this permit, does not relinquish its right to enforce any violation of law.