

# IFTIN Charter School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

|  |  |
|--|--|
| <b>School Name</b>                       | IFTIN Charter School   |
| <b>Street</b>                            | 5465 El Cajon Blvd.  |
| <b>City, State, Zip</b>                  | San Diego, CA 92115-3620                                       |
| <b>Phone Number</b>                      | (619) 265-2411   |
| <b>Principal</b>                         | Maslah Yussuf  |
| <b>Email Address</b>                     | Yussuf@iftincharter.net  |
| <b>School Website</b>                    | <a href="http://www.iftincharter.net">www.iftincharter.net</a> |
| <b>Grade Span</b>                        | TK-8   |
| <b>County-District-School (CDS) Code</b> | 37 10371 0108548   |

## 2024-25 District Contact Information

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Iftin Charter School   |
| <b>Phone Number</b>     | 858-292-3500   |
| <b>Superintendent</b>   | Dr. Gloria Ciriza  |
| <b>Email Address</b>    | <a href="mailto:superintendent@sdcoe.net">superintendent@sdcoe.net</a> |
| <b>District Website</b> | <a href="https://www.sdcoe.net/">https://www.sdcoe.net/</a>            |

## 2024-25 School Description and Mission Statement

Iftin Charter School (ICS) serves students in grades TK through 8 and is located at 5465 El Cajon Blvd. in San Diego, California. The school is within the attendance boundaries of Jackson Elementary School, in the City Heights area, where approximately 90% of ICS students reside.

Founded in 2006, Iftin Charter School was established by a dedicated group of predominantly Somali refugee parents who sought an alternative educational model to celebrate their children's cultural heritage while ensuring academic excellence. These parents envisioned a school where their children could master the English language, develop strong literacy skills,

## 2024-25 School Description and Mission Statement

become responsible citizens, and gain economic self-sufficiency. The name "Iftin," which means "enlightenment" in Somali, was chosen to symbolize a new beginning, filled with hope and opportunities for all children.

What began as a small school serving just 68 students in grades K-5 has since grown into a thriving educational institution, now serving over 550 students from TK to 8th grade. Over the years, Iftin has become a vital resource for families, particularly newly arrived immigrants with limited English proficiency, who are seeking a better future for their children. The City Heights neighborhood, with its diverse and growing immigrant population, presents many challenges related to settlement, assimilation, and educational needs. Iftin remains committed to closing the educational gap for these underserved communities.

At Iftin, we offer a research-based, Common Core-aligned curriculum grounded in positive behavioral structures that prepare students for the challenges of the 21st century. Our success is driven by effective use of valid, reliable assessments that guide academic planning and inform instruction. Our highly trained staff work collaboratively, providing ongoing monitoring of student progress and consistently achieving exemplary results. The methodologies we employ are well-researched and coherent, ensuring academic excellence and increased equity for all students.

### Vision

Our vision is simple: to provide all students with personalized, challenging academic programs that develop the 21st-century skills necessary to become active and effective global citizens. We aim to do this within a caring, interactive, project-based learning environment that emphasizes culture, character, compassion, and personal values.

### Mission

Iftin Charter School serves students in grades TK-8 with a rigorous, Common Core-aligned curriculum, enhanced by a technology-rich program, in a student-centered, safe, and nurturing learning environment. ICS addresses the diverse needs of its students, their families, and the surrounding community by building on students' cultural heritage and life experiences. Our goal is to educate and inspire students to become lifelong learners and valuable contributors to the global community.

### Core Values

At Iftin, we believe that all students are unique, gifted individuals capable of success with the right support and resources. All of our actions are guided by the following core values:

**Commitment:** We value commitment in three forms: the staff's commitment to enhancing educational opportunities, the students' commitment to their learning, and the parents' commitment to being integral partners in their children's education.

**Communication:** In a multicultural and diverse society, we value open dialogue and exchange between people from all cultures and backgrounds.

**Team Spirit:** We value collaboration among staff, students, and parents, all working together to secure a positive future for our children.

**Excellence:** We believe every child has the potential to excel, and it is our duty to provide the opportunities they need to fulfill their dreams.

### Our Commitment to Excellence

We are dedicated to fostering lifelong learners in a safe, culturally supportive environment, led by excellent staff who continually develop their skills through professional development. At Iftin, students are challenged, scholarship is expected, and individual differences are valued.

ICS ensures a strong educational foundation for all students, whether they need support in learning English and adapting to a new culture, or they are excelling in academic areas. We recognize that everyone has something unique to contribute, both to society and to the school community. With respect and collaboration at the heart of our educational philosophy, Iftin students embody our core values and are equipped with the skills necessary to thrive in the opportunities and challenges of the 21st century.

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level  | Number of Students |
|--------------|--------------------|
| TK           | 19                 |
| Kindergarten | 55                 |
| Grade 1      | 53                 |
| Grade 2      | 59                 |
| Grade 3      | 57                 |
| Grade 4      | 52                 |
| Grade 5      | 66                 |
| Grade 6      | 60                 |
| Grade 7      | 59                 |
| Grade 8      | 59                 |

## 2023-24 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 51%                         |
| Male                                | 49%                         |
| Non-Binary                          | 0                           |
| American Indian or Alaska Native    | 0                           |
| Asian                               | 4.5%                        |
| Black or African American           | 81%                         |
| Filipino                            | 0%                          |
| Hispanic or Latino                  | 7%                          |
| Native Hawaiian or Pacific Islander | 0%                          |
| Two or More Races                   | 1%                          |
| White                               | 5%                          |
| English Learners                    | 71%                         |
| Foster Youth                        | 0%                          |
| Homeless                            | 0%                          |
| Migrant                             | 0%                          |
| Socioeconomically Disadvantaged     | 82%                         |
| Students with Disabilities          | 7%                          |

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20            | 100%           |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   | 0             | 0              |                 |                  |              |               |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      | 0             | 0              |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         | 0             | 0              |                 |                  |              |               |
| Unknown/Incomplete/NA   | 0             | 0              |                 |                  |              |               |
| <b>Total Teaching Positions</b>   | 20            | 100%           |                 |                  |              |               |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19            | 100%           |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   | 2             | 100%           |                 |                  |              |               |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         |               |                |                 |                  |              |               |
| Unknown/Incomplete/NA   |               |                |                 |                  |              |               |
| <b>Total Teaching Positions</b>   | 21            | 100%           |                 |                  |              |               |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17            | 100%           |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   | 3             | 100%           |                 |                  |              |               |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         |               |                |                 |                  |              |               |
| Unknown/Incomplete/NA   |               |                |                 |                  |              |               |
| <b>Total Teaching Positions</b>   | 20            | 100%           |                 |                  |              |               |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers  | 0       | 2       | 3       |
| Misassignments   | 0       | 0       | 0       |
| Vacant Positions   |         |         |         |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0       | 2       | 3       |

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0       | 0       | 0       |
| Local Assignment Options                               | 0       | 0       | 0       |
| <b>Total Out-of-Field Teachers</b>                     | 0       | 0       | 0       |

## Class Assignments

| Indicator  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       | 0       |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

**Year and month in which the data were collected** January 25, 2024

| Subject                           | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|-----------------------------|--|
| <b>Reading/Language Arts</b>      | Fountas and Pinnell Classroom: Literacy Program<br>K-5: Reach for Reading<br>Cenage/National Geographic<br>6-8: INSIDE<br>Cenage/National Geographic<br>Literacy footprints | Yes                         | 0  |
| <b>Mathematics</b>                | TK-8: Eureka Mathematics<br>Great Minds/Engage NY   | Yes                         | 0  |
| <b>Science</b>                    | TK-8: Discovery Science<br>California Next Generation Science Standards   | Yes                         | 0  |
| <b>History-Social Science</b>     | TK-8 Active Classroom Social<br>Studies/History   | Yes                         | 0  |
| <b>Visual and Performing Arts</b> | Art offered to all TK-8th grade students within their self-contained general education classrooms.  | Yes                         | 0  |

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



## School Facility Conditions and Planned Improvements

Iftin Charter School is located at the corner of El Cajon Blvd. and 54th Street in San Diego, on the site formerly home to Jackson Elementary School. The campus provides a safe, clean, and welcoming environment that fosters productive learning. Our facilities include a library, computer lab, lunch court, on-site kitchen, a spacious blacktop playground with a basketball court and play structure, and a large multipurpose room with a stage. A dedicated maintenance team ensures the campus is well-maintained, overseeing cleaning and landscaping services throughout the school grounds.

Year and month of the most recent FIT report

1/24/2024

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces   | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X         |           |           |   |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject  | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 32.5           | 37.9           | 8.7              | 7.4              | 46.7          | 47.0          |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 31.3           | 34.1           | 2.6              | 2.0              | 34.6          | 35.5          |

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 360                     | 306                  | 85%                   | 15%                       | 37.9                           |
| Female  | 172                     | 146                  | 85%                   | 15%                       | 44.5%                          |
| Male  | 188                     | 160                  | 85%                   | 15%                       | 31.88                          |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian   | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | 277                     | 263                  | 95%                   | 5%                        | 38.8%                          |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 20                      | 14                   | 70                    | 30                        | 35.7%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | 37                      | 14                   | 38%                   | 62%                       | 28.6%                          |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 204                     | 164                  | 80%                   | 20%                       | 20.7%                          |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | --                      | --                   | --                    | --                        | --                             |
| Socioeconomically Disadvantaged               | 302                     | 267                  | 88%                   | 12%                       | 37.5                           |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                        | --                             |
| Students with Disabilities                    | 24                      | 23                   | 96%                   | 4%                        | 26.1%                          |

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 360                     | 307                  | 85%                   | 15%                       | 34.1%                          |
| <b>Female</b>  | 172                     | 146                  | 85%                   | 15%                       | 32.9%                          |
| <b>Male</b>  | 188                     | 161                  | 85%                   | 15%                       | 35.2                           |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | 277                     | 264                  | 95%                   | 5%                        | 34.5                           |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 20                      | 13                   | 65%                   | 35%                       | 15.4%                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 37                      | 14                   | 38%                   | 62%                       | 35.7%                          |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 204                     | 166                  | 81%                   | 19%                       | 23%                            |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 302                     | 268                  | 89%                   | 11%                       | 34.5%                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 24                      | 23                   | 96%                   | 4%                        | 26.1%                          |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject   | School<br>2022-23 | School<br>2023-24 | District<br>2022-23 | District<br>2023-24 | State<br>2022-23 | State<br>2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 12.2%             | 13.9%             | 3.7%                | 3.2%                | 30.2%            | 30.7%            |

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 102              | 98            | 96%            | 4%                 | 13.2%                   |
| Female  | 60               | 56            | 93%            | 7%                 | 12.5%                   |
| Male  | 42               | 42            | 100%           | 0%                 | 11.9%                   |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | 94               | 90            | 96%            | 4%                 | 13.3%                   |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | --               | --            | --             | --                 | --                      |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | --               | --            | --             | --                 | --                      |
| English Learners                              | 51               | 48            | 94%            | 6%                 | 2.1%                    |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 94               | 91            | 97%            | 3%                 | 13.2%                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |

## 2023-24 Career Technical Education Programs

N/A

## 2023-24 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | --                        |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | --                        |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | --                        |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission          | --      |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | --      |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5     | 82.5%                         | 84.4%   | 88.2%  | 85.3%  | 82.6%                    |
| Grade 7     | 78.6%                         | 76.7%   | 86.8%  | 79.4%  | 78.5%                    |
| Grade 9     | na                            | na  | na   | na   | na                       |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2024-25 Opportunities for Parental Involvement

Research consistently shows that student achievement improves when parents are actively involved in their child's education—regardless of socioeconomic status, ethnic background, or educational level. Students with engaged parents tend to have higher grades and test scores, better attendance, and a stronger commitment to completing homework.

At Iftin Charter School, we are fortunate to have strong community support and recognize the vital role parents play in their children's education. We believe in fostering meaningful partnerships with parents to enhance student success. To increase parent engagement, Iftin has implemented various initiatives, including:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Parent Liaison Support
- Local Control Accountability Plan (LCAP) Committee
- Enhanced communication through PowerSchool SIS, School Messenger, and multilingual newsletters

## 2024-25 Opportunities for Parental Involvement

Through programs such as the Parent Workshop, we educate parents on how to support their child's academic journey from kindergarten through the college application process. Additionally, since spring 2018-19, Iftin has collaborated with the San Diego County Office of Education to implement School-wide Positive Behavior Interventions and Supports (PBIS), providing parent education on positive solutions for common childhood behavior challenges.

This is especially true at Iftin, where many students come from diverse cultural and linguistic backgrounds. We invite parents to engage in their child's education through various opportunities, including:

- Parent-Teacher Conferences (held at least twice per year)
- Classroom Volunteering
- Field Trip Chaperoning
- Community Events (at least two per year)
- Monthly Parent Meetings
- ELAC Meetings
- SSC Meetings (with up to four parent members)
- Governance Committees
- ICS Board of Directors Meetings (currently two parent members)

To strengthen communication with families, Iftin employs an Outreach Coordinator, Parent Liaison, and additional staff dedicated to building relationships with both current and prospective families. These staff members conduct outreach activities, phone follow-ups, and ongoing communication to ensure families remain informed and engaged. By keeping parents knowledgeable about academic and behavioral expectations, we empower them to support their children while strengthening our school community.

Parents and community members are also encouraged to:

- Attend special events and field trips
- Serve as tutors or campus monitors
- Facilitate after-school enrichment programs
- Provide input on school policies
- Participate in surveys and school self-evaluations

We also urge parents to support learning at home by setting clear expectations for school and creating a positive homework environment.

To ensure consistent communication, Iftin provides updates through:

- Iftin Newsletters
- Phone and text message alerts
- Website updates
- Parent meetings and education sessions

Events such as Back-to-School Night, Open House, Meet-and-Greets, and Annual Fairs offer additional opportunities for parents to engage with staff and visit the school.

By working together, we build a strong, supportive network that fosters student success and achievement. We value our families as partners in education and look forward to continued collaboration.



## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    | na             | na             | na             |                  |                  |                  |               |               |               |
| Graduation Rate | na             | na             | na             |                  |                  |                  |               |               |               |

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                                 | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students                                  | na                           | na                         | na                     |
| Female  | na                           | na                         | na                     |
| Male  | na                           | na                         | na                     |
| Non-Binary                                    |                              |                            |                        |
| American Indian or Alaska Native              |                              |                            |                        |
| Asian   |                              |                            |                        |
| Black or African American                     |                              |                            |                        |
| Filipino                                      |                              |                            |                        |
| Hispanic or Latino                            |                              |                            |                        |
| Native Hawaiian or Pacific Islander           |                              |                            |                        |
| Two or More Races                             |                              |                            |                        |
| White   |                              |                            |                        |
| English Learners                              |                              |                            |                        |
| Foster Youth                                  |                              |                            |                        |
| Homeless                                      |                              |                            |                        |
| Socioeconomically Disadvantaged               |                              |                            |                        |
| Students Receiving Migrant Education Services |                              |                            |                        |
| Students with Disabilities                    |                              |                            |                        |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 544                   | 544                                     | 482                       | 8.3                      |
| Female  | 255                   | 255                                     | 221                       | 8.2                      |
| Male  | 289                   | 289                                     | 261                       | 8.3                      |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | 25                    | 25                                      | 22                        | 5.0                      |
| Black or African American                     | 429                   | 429                                     | 380                       | 8.2                      |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 42                    | 42                                      | 42                        | 10.4                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White   | 30                    | 30                                      | 25                        | 7.0                      |
| English Learners                              | 294                   | 294                                     | 256                       | 7.4                      |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged               | 457                   | 457                                     | 401                       | 8.1                      |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 25                    | 25                                      | 22                        | 10.6                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions    |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0              | 0              | 0              | 1.3              | 2.3              | 1.5              | 3.2           | 3.6           | 3.3           |

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0              | 0              | 0              | 0                | 0                | 0                | 0.1           | 0.1           | 0.1           |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0                | 0               |
| Female  | 0                | 0               |
| Male  | 0                | 0               |
| Non-Binary                                    | 0                | 0               |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0                | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 0                | 0               |
| English Learners                              | 0                | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 0                | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 0                | 0               |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

At Iftin Charter School, campus safety is a top priority. Our administration, teachers, support staff, school police services, and community organizations work together to prevent, prepare for, and respond to emergencies. To ensure a safe environment, Iftin has adopted comprehensive health and safety procedures and risk management policies in consultation with insurance

## 2024-25 School Safety Plan

carriers and safety experts. These policies are available at the school.

### Emergency Preparedness

Iftin maintains a state-mandated emergency response plan, updated annually in February. School staff participate in monthly emergency drills, including fire, earthquake, lockdown, and disaster response training. Policies such as the Site Safety Plan and Illness and Injury Prevention Policy outline protocols for student and staff safety, including:

### Safe entry and exit procedures

Addressing disciplinary issues, harassment, and bullying

Mandated child abuse reporting

School dress code enforcement

### Security Measures

To ensure daily security, key procedures include:

Morning and afternoon gate monitoring on El Cajon Boulevard

Visitor check-in and permit system at the front office

Adult supervision before and after school, during recess, lunch, and passing periods

Specific building security procedures implemented by staff under the principal's direction

### Health & Safety Policies

**Background Checks:** All employees, contractors, and volunteers working unsupervised with students must undergo a criminal background check per Education Code Sections 44237 and 45125.1. The CEO or principal monitors compliance and reports to the Iftin Board quarterly.

**Mandated Child Abuse Reporting:** All staff receive annual training and comply with California Penal Code 11165.7 reporting requirements.

**Harassment, Discrimination, and Bullying Prevention:** Staff and students participate in annual training.

**Tuberculosis (TB) Screening:** Faculty and staff must complete a TB risk assessment or test before employment and every two to four years thereafter, per Education Code Section 49406.

**Immunizations:** Students and staff must comply with immunization requirements as mandated by Health and Safety Code Sections 120325-120375 and SB277.

**Medication Administration:** Iftin follows Education Code Section 49423 regarding medication administration in school, as outlined in the parent-student handbook.

### Safety Policies and Procedures

Iftin implements various safety protocols, including:

Emergency action and fire prevention plans

Maintaining clear workspaces and proper housekeeping

Student safety rules prohibiting unsafe behaviors

Proper storage practices to prevent hazards

Hazard and accident reporting procedures

Safe ingress and egress policies for arrival and dismissal

Visitor access protocols

School discipline policies, including suspension/expulsion procedures

Iftin Charter School is committed to maintaining a safe, secure, and supportive learning environment. As a drug-free, alcohol-free, and tobacco-free workplace, we uphold the highest standards of safety and well-being for our students, staff, and community. Through proactive policies, rigorous training, and continuous improvement, we ensure that every member of our school community feels protected and empowered to thrive.

## D. Other SARC Information Information Required in the SARC

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

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK          | 18                 | 1                                    | 0                                     | 0                                   |
| K           | 20                 | 1                                    | 1                                     | 0                                   |
| 1           | 23                 | 1                                    | 1                                     | 0                                   |
| 2           | 24                 | 0                                    | 2                                     | 0                                   |
| 3           | 22                 | 1                                    | 1                                     | 0                                   |
| 4           | 23                 | 0                                    | 2                                     | 0                                   |
| 5           | 25                 | 0                                    | 2                                     | 0                                   |
| 6           | 26                 | 0                                    | 2                                     | 0                                   |

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK          | 20                 | 1                                    | 0                                     | 0                                   |
| K           | 22                 | 1                                    | 1                                     | 0                                   |
| 1           | 23                 | 0                                    | 2                                     | 0                                   |
| 2           | 24                 | 0                                    | 2                                     | 0                                   |
| 3           | 22                 | 1                                    | 1                                     | 0                                   |
| 4           | 23                 | 0                                    | 2                                     | 0                                   |
| 5           | 25                 | 0                                    | 2                                     | 0                                   |
| 6           | 26                 | 0                                    | 2                                     | 0                                   |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK          | 20                 | 1                                    | 0                                     | 0                                   |
| K           | 24                 | 0                                    | 2                                     | 0                                   |
| 1           | 26                 | 0                                    | 2                                     | 0                                   |
| 2           | 26                 | 0                                    | 2                                     | 0                                   |
| 3           | 30                 | 0                                    | 2                                     | 0                                   |
| 4           | 30                 | 0                                    | 2                                     | 0                                   |
| 5           | 32                 | 0                                    | 2                                     | 0                                   |
| 6           | 34                 | 0                                    | 3                                     | 0                                   |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 27                 | 0                                    | 4                                     | 0                                   |
| Mathematics           | 26                 | 0                                    | 4                                     | 0                                   |
| Science               | 24                 | 1                                    | 3                                     | 0                                   |
| Social Science        | 25                 | 0                                    | 4                                     | 0                                   |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 26                 | 0                                    | 4                                     | 0                                   |
| Mathematics           | 25                 | 1                                    | 3                                     | 0                                   |
| Science               | 23                 | 1                                    | 3                                     | 0                                   |
| Social Science        | 28                 | 0                                    | 4                                     | 0                                   |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 29                 | 0                                    | 4                                     | 0                                   |
| Mathematics           | 28                 | 0                                    | 3                                     | 1                                   |
| Science               | 30                 | 0                                    | 3                                     | 1                                   |
| Social Science        | 30                 | 0                                    | 3                                     | 1                                   |

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 1.0   |

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0                              |
| Library Media Teacher (Librarian)                             | 0                                |
| Library Media Services Staff (Paraprofessional)               | 1.0                              |
| Psychologist  | .5                               |
| Social Worker   | 0                                |
| Nurse   | 1.0                              |
| Speech/Language/Hearing Specialist                            | .7                               |
| Resource Specialist (non-teaching)                            | 1.0                              |
| Other   |                                  |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$17,858                     | \$5,455                             | \$12,403                              | \$71,668               |
| <b>District</b>                                      | N/A                          | N/A                                 |                                       |                        |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 |                                       |                        |
| <b>State</b>   | N/A                          | N/A                                 |                                       |                        |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 |                                       |                        |

## Fiscal Year 2023-24 Types of Services Funded

This school's instructional budget is determined by enrollment numbers, specific programs, and formulas set forth by education policy, state law, and guidelines from external funding sources. The school's general fund covers a variety of expenses, including:

**General Operations:** Salaries, benefits, services, materials, site safety, social/emotional safety, school culture, staff development, and other activities that support general education.

**Special Education:** Programs that provide individualized instruction for students with special needs.

**Special Projects:** Funds designated by federal or state agencies for specific programs, projects, or services.

Additionally, the school allocates funds to support student and parent engagement, professional development, and site safety initiatives, such as Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices. Iftin students can access academic support classes five days a week through after-school programs. They also have opportunities to participate in field trips and request additional tutoring for subjects they find challenging.

As part of the El Dorado SELPA, Iftin receives special education support based on each student's Individualized Education Plan (IEP). This includes services from a full-time Resource Specialist, a Speech Therapist, and a Psychologist. As needs arise, additional services such as those from a school nurse or Occupational Therapist are contracted through approved vendors. The school also provides counseling services, one-on-one student assistance, and academic or behavioral interventions through specially trained staff.

To further support students and student groups, the school offers a variety of specialized programs and services:

- Newcomer Support
- English Learner Programs
- After-School Tutoring
- Small group or one-on-one instruction
- Special Education or 504 Programs providing individualized instruction for students with special needs
- Accelerated Math Programs
- Special Clubs and Enrichment Activities
- Classroom Instructional Assistants
- One-on-One Aides
- Behavior Specialist



## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      |                 |  |
| Mid-Range Teacher Salary                      |                 |  |
| Highest Teacher Salary                        |                 |  |
| Average Principal Salary (Elementary)         |                 |  |
| Average Principal Salary (Middle)             |                 |  |
| Average Principal Salary (High)               |                 |  |
| Superintendent Salary                         |                 |  |
| Percent of Budget for Teacher Salaries        |                 |  |
| Percent of Budget for Administrative Salaries |                 |  |

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|                                   |    |
|-----------------------------------|----|
| Percent of Students in AP Courses | NA |
|-----------------------------------|----|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science   | NA                           |
| English  | NA                           |
| Fine and Performing Arts   | NA                           |
| Foreign Language   | NA                           |
| Mathematics  | NA                           |
| Science  | NA                           |
| Social Science   | NA                           |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | NA                           |

## Professional Development

Iftin Charter School prioritizes professional development with the goal of enhancing teachers' and administrators' knowledge and skills to support student success. The school collaborates with various organizations, including SDCOE and NCUST, to offer ongoing professional development opportunities. These sessions focus on areas such as improving teaching and learning related to the Common Core State Standards, differentiated instruction, English learners (ELs), educational technology, advanced studies, project-based instruction, MTSS, PBIS, learning styles, specific program implementation, and leadership development. Professional development is offered bi-monthly, with two full days of training at the start of each school year. All

## Professional Development

professional development initiatives are designed to strengthen content knowledge and ensure the needs of all learners are met, with particular attention given to students with disabilities, English learners, and other struggling students.

Each year, the school also identifies a schoolwide focus for professional development, as well as specific areas of individual need. Teachers attend workshops and conferences to support the school's goals and grade-level objectives. Throughout the year, teachers engage in school-based professional learning communities (PLCs) on a weekly or monthly basis to share best practices and problem-solve collaboratively. Teachers have access to data systems that help track and improve student learning, and ongoing training is provided for teacher leaders and coaches.

Iftin is dedicated to delivering a rigorous instructional program through the collective efforts of the entire school community. The school fosters an environment of active engagement to ensure students acquire the knowledge and skills outlined in the standards-based curriculum. The importance and joy of learning are communicated consistently by a caring, dedicated staff, who model high expectations and recognize student progress.

Strategic, data-driven instruction is at the core of Iftin's educational approach. Grade-level teams collaborate to meet students' needs using research-based best practices. Technology is integrated into the curriculum to support lifelong learning, inquiry, research, critical thinking, and collaboration. Over the past year, the school's professional development focus has been on the implementation of Data-Driven Instruction, with particular emphasis on Common Core instruction and resource utilization. Teachers have also worked on strategies to improve performance in math and language arts, making better use of instructional resources.

Iftin has adopted the MAPS Assessment program, which provides staff and parents with valuable data on student achievement and needs in ELA and math. Additionally, the school has implemented several web-based programs to support learners across all content areas and grade levels.

Before the school year begins, teachers have five days to review student data, attend workshops led by designated experts, review school policies and procedures, and collaborate in PLC groups. Support is provided by school administration in areas such as academic structure, discipline, and professional development in topics like Common Core, Differentiated Instruction, Student Engagement, Technology Integration, Special Education, and English Language Development (ELD). Teachers also participate in five full days of professional development throughout the year, with a focus on the implementation of Common Core State Standards and Differentiated Instruction. This focus was chosen in response to the significant changes in state standards and assessment methods.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject   | 2022-23 | 2023-24 | 2024-25 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 31      | 32      | 32      |