



Iftin Charter School

COMMUNICATIONS SECTION  
2012 DEC 6 PM 2 45

11/29/2012

2012 DEC 6 PM 2 45

COMMUNICATIONS SECTION  
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Thomas J. Pastuszka  
C/O Clerk of the San Diego County Board of Supervisors  
1600 Pacific Highway, Room 402  
San Diego, CA 92101-2471

Dear Mr. Pastuszka,

Iftin Charter School has approved a Conflict of Interest Policy consistent with the California Political Reform Act.

I have prepared a package for you that includes related documents and certifications.

Sincerely,

Nancy O'Barr  
Administrative Assistant

Enclosures:

- Declaration of Executive Director
- Resolution of the Board of Directors
- Conflict of Interest Code (3)
- Management Organization Chart
- Description of Positions & Offices (Elementary School)
- Description of Positions & Offices (High School)
- Notification of Intent and Certification of Publication
- Copies of two recent board meeting minutes (Oct. 26 & Nov. 16, 2012)
- Copy of Charter

<b>Approved and/or authorized by the Board of Supervisors of the County of San Diego.</b>	
Meeting Date: <u>1/13</u>	Minute Order No. <u>11</u>
By: <u>Nancy O'Barr</u>	Date: <u>1/16/13</u>
<small>Deputy Clerk of the Board Supervisors</small>	



Iftin Charter School

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DECLARATION OF EXECUTIVE DIRECTOR OF  
IFTIN CHARTER SCHOOL REGARDING  
ADOPTION OF CONFLICT OF INTEREST CODE

I, Abdulkadir Mohamed, hereby declare:

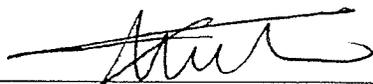
I am the Executive Director of Iftin Charter School, a California nonprofit public benefit corporation ("Corporation"), and operator of a California charter school.

On May 11, 2012, the Board of Directors of Corporation considered the proposed Conflict of Interest Code. The proposed Code designates the officers, employees and consultants who make governmental decisions and exercise responsibility for the management of Corporation's investments.

The Board of Directors set October 12, 2012, for a public hearing, and for final adoption of the Conflict of Interest Code. Thereafter, notice of intent to adopt the Conflict of Interest Code was (i) published in a newspaper of general circulation in the County of San Diego on May 15, 2012; (ii) mailed on May 16, 2010, to the County Board of Supervisors and (iii) posted on May 16, 2012, on all Corporation's employee bulletin boards.

On October 12, 2012, at the time and place set forth in the notice, and with no persons requesting a hearing, the Board of Directors adopted the Conflict of Interest Code and directed that it be submitted to the San Diego County Board of Supervisors as the code-reviewing body.

Dated: November 29, 2012

  
\_\_\_\_\_  
Abdulkadir Mohamed, Executive Director

**A RESOLUTION OF THE BOARD OF DIRECTORS  
OF IFTIN CHARTER SCHOOL  
ADOPTING A CONFLICT OF INTEREST CODE**

**WHEREAS**, Iftin Charter School, as a California nonprofit public corporation organized to operate public charter schools (“Corporation”), desires to adopt a Conflict of Interest Code consistent with Government Code Section 87300; and

**WHEREAS**, the Fair Political Practices Commission (“FPPC”) has adopted a regulation (Cal. Code Regs., tit. 2, § 18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700, statement of economic interests; and

**WHEREAS**, Corporation desires to adopt a Conflict of Interest Code incorporating the FPPC Model Code by reference;

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Directors of the Corporation that:

1. A Conflict of Interest Code, in the form attached as Exhibit A, is hereby tentatively adopted and promulgated.

2. The Director of Operations is hereby directed to open a 45-day public comment period to begin on May 11, 2012, by publishing a Notice of Intention to Adopt a Conflict of Interest Code (“Notice”) in The Daily Transcript, and concurrently mailing the Notice to the Clerk of the San Diego County Board of Supervisors.

3. The Conflict of Interest Code shall become effective immediately upon:

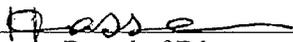
a. Its final approval by the Board of Directors following close of the public comment period and after a public hearing, if requested, at its meeting on October 12 2012; and

b. Its approval by the San Diego County Board of Supervisors as the code-reviewing body.

4. Upon its final approval by the Board of Directors of the Corporation, the Director of Operations is hereby directed and authorized to submit a certified copy thereof to the San Diego County Board of Supervisors for approval.

APPROVED AND ADOPTED this 12 day of October, 2012.

AYES: 4  
NOES: 0  
ABSENT: 0  
ABSTAIN: 0

  
\_\_\_\_\_  
Chairperson, Board of Directors  
Iftin Charter School

ATTEST:

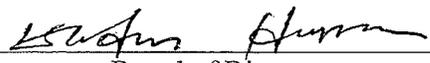
  
\_\_\_\_\_  
Secretary, Board of Directors  
Iftin Charter School

Exhibit A

CONFLICT OF INTEREST CODE  
OF  
IFTIN CHARTER SCHOOL, INC.

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Iftin Charter School, Inc., a California nonprofit public benefit corporation (“Corporation”), is therefore required to adopt such a code. The Fair Political Practices Commission (“FPPC”) has adopted a regulation (Cal. Code of Regs., title 2, § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency’s code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of Cal. Code of Regs., title 2, § 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Corporation. This Code shall take effect when approved by the San Diego County Board of Supervisors, and shall thereupon supersede any and all prior codes adopted by Corporation.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in Cal. Code of Regs., title 2, § 18730(b), each designated employee set forth in the Appendix shall file a Statement of Economic Interests (“Form 700”) with the Secretary of the Corporation. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the San Diego County Board of Supervisors. Statements for all other designated employees shall be retained by the Secretary.

**APPENDIX TO  
CONFLICT OF INTEREST CODE OF  
IFTIN CHARTER SCHOOL, INC.**

**Preamble**

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from legal counsel to Iftin Charter School, Inc., a California nonprofit public benefit corporation ("Corporation"). (Gov. Code § 83114; Cal. Code of Regs., tit. 2, § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

Opinions rendered by legal counsel to Corporation do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on such legal counsel's opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Gov. Code § 91003.5.

**I.**

**Designated Employees**

<u>Designated Employees</u>	<u>Disclosure Categories</u>
Director of Operations (Program Director/ Executive Director)	1 through 6
Instructional Leader	4 through 6
Principal	1 through 6
All other Members of the Board of Directors	1 through 6
Consultants <sup>1</sup>	1 through 6

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<sup>1</sup> With respect to consultants, the Director of Operations or Principal may determine in writing that a particular consultant, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Director of Operations' or Principal's determination is a public record and shall be retained for public inspection by Corporation in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

## II.

### Disclosure Categories

#### Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Gov. Code § 82034, in business entities located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within San Diego County where the Corporation's school is located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its school.

#### Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Gov. Code §§ 82033 and 82035, that are within two (2) miles of any of facilities utilized by the Corporation's school.

#### Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Gov. Code § 82030 received by the designated employee during the reporting period from business entities or other sources located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within San Diego County where the Corporation's school is located, which business entities or sources operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its school.

#### Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Gov. Code § 82034 in any business entity which, within the previous two (2) years, has contracted with or in the future foreseeably may contract with Corporation or the school to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the school, of the type utilized by Corporation or the school, and (a) is located in or doing business San Diego County where the Corporation's school is located, and is associated with the job assignment or position of the designated employee; or (b) is associated with the job assignment or position of the designated employee.

#### Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Gov. Code § 82030 which is derived from a business entity or other source which, within the previous two (2) years, has contracted with Corporation or the school or in the future foreseeably may contract with Corporation or the school to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the school, of the type utilized by Corporation or the school, and (a) is located in or doing business in San Diego County where the Corporation's school is located, and is associated with the job assignment or

position of the designated employee; or (b) is associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose the information described below by completing Form 700, Schedule C, with respect to any business entity that provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or the school. A designated employee shall list (a) the name and address of each such business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management; (b) a description of the business activity in which each such business entity is engaged; and (c) the designated employee's position with each such business entity.

## Exhibit A

### CONFLICT OF INTEREST CODE OF IFTIN CHARTER SCHOOL, INC.

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**I.**

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<sup>1</sup> With respect to consultants, the Director of Operations or Principal may determine in writing that a particular consultant, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Director of Operations' or Principal's determination is a public record and shall be retained for public inspection by Corporation in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

## II.

### Disclosure Categories

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position of the designated employee; or (b) is associated with the job assignment or position of the designated employee.

Category 6. Business Positions

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#### Category 5. Less-Inclusive Reportable Income

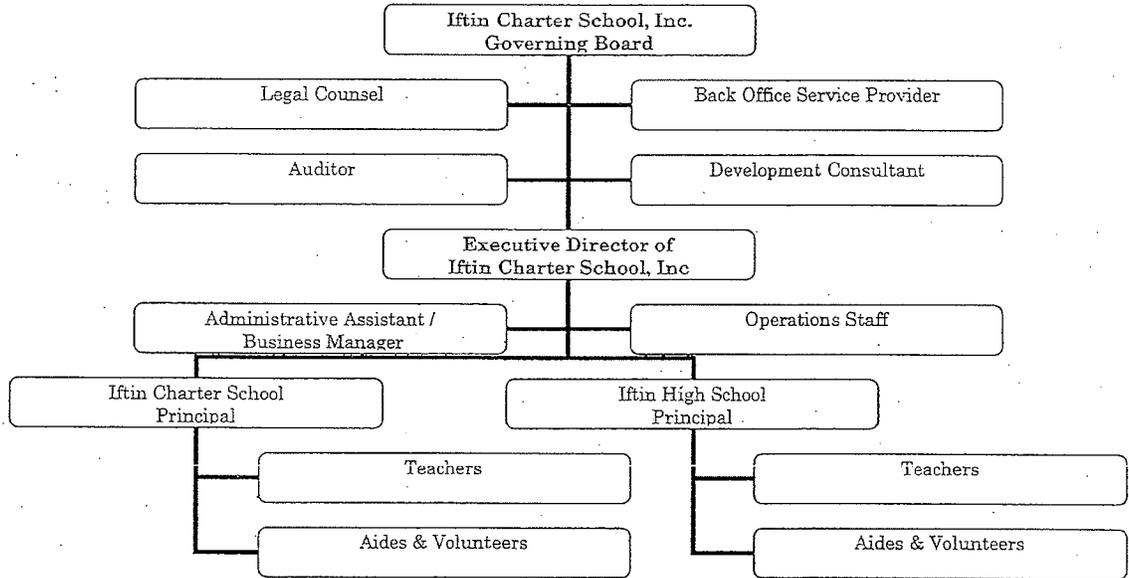
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position of the designated employee; or (b) is associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose the information described below by completing Form 700, Schedule C, with respect to any business entity that provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or the school. A designated employee shall list (a) the name and address of each such business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management; (b) a description of the business activity in which each such business entity is engaged; and (c) the designated employee's position with each such business entity.

2408 ATTACHMENT B – MANAGEMENT ORGANIZATION CHART  
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## Iftin Charter School

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### *Descriptions of Positions and Offices with Explanation of Reasons for Employees and Consultants of Iftin Charter School (K-8) Being "Designated Employees"*

I, Abdulkadir Mohamed, Director of Operations of the Iftin Charter School, have determined the following positions may be required to comply with the written disclosure requirements described in the Conflict of Interest Code.

#### Members of the Board of Directors

The Members of the Board of Directors ("Board") of Iftin Charter School exercise final authority on all matters concerning Iftin Charter School (K-8). The Board of Directors' major role and responsibilities include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, approving the selection of the Director of Operations and overseeing the school's fiscal affairs. Iftin Charter School does not have any surplus or special reserve funds to invest, and the Board does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, Members of the Board are not "other officials who manage public investments" within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, Section 18701, and the Members are instead designated under Iftin Charter School's Conflict of Interest Code and required to disclose reportable investments and income associated with his/her position with Iftin Charter School and positions with any business entity that provides goods and services of a type utilized by Iftin Charter School.

#### Director of Operations (Program Director/ Executive Director)

The Director of Operations implements policy at Iftin Charter School (K-8) on behalf of the Board, and has, subject to the control of the Board, the authority and responsibility of managing the business side of the school, including the school budget and selection of administrative, certificated, and classified personnel. Iftin Charter School (K-8) does not have any surplus or special reserve funds to invest, and the Director of Operations does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, the Director of Operations is not an official who manages public investments within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, Section 18701, and the Director of Operations is instead designated under Iftin Charter School's Conflict of Interest Code.

#### Instructional Leader

The Instructional Leader is responsible for implementing policy at Iftin Charter School (K-8) on behalf of the Board, and has, subject to the control of the Board, the



## Iftin Charter School

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authority and responsibility of managing the day-to-day operations side of the school. The Instructional Leader is responsible for managing the policies, regulations and procedures to ensure that all students are supervised in a safe environment that meets the curricula and mission of the school, including directing all members of the school staff, communicating with parents, and responsibilities for scheduling; curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

### Legal Counsel

Legal counsel, currently hired on a contract basis, provides advice on compliance with applicable laws and regulations. He does not regularly attend meetings of the Board or participate in the formulation and implementation of policies and programs of Iftin Charter School and therefore is not designated.

### Auditor

Iftin Charter School contracts annually with an external auditor to produce an annual financial audit of the school's financial affairs according to generally accepted accounting practices. The Auditor does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions, regularly attend meetings of the Board or participate in the formulation and implementation of policies and programs of Iftin Charter School and therefore is not designated.

*Abdulkadir Mohamed*  
*Director, Iftin Charter School*



## Iftin Charter School

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### *Descriptions of Positions and Offices with Explanation of Reasons for Employees and Consultants of Iftin Charter High School Being "Designated Employees"*

I, Wilson Nacario, Principal of the Iftin Charter High School, have determined the following positions may be required to comply with the written disclosure requirements described in the Conflict of Interest Code.

#### Members of the Board of Directors

The Members of the Board of Directors ("Board") of Iftin Charter School exercise final authority on all matters concerning Iftin Charter High School. The Board of Directors' major role and responsibilities include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, approving the selection of the Principal and overseeing the school's fiscal affairs. Iftin Charter School does not have any surplus or special reserve funds to invest, and the Board does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, Members of the Board are not "other officials who manage public investments" within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, Section 18701, and the Members are instead designated under Iftin Charter School's Conflict of Interest Code and required to disclose reportable investments and income associated with his/her position with Iftin Charter School and positions with any business entity that provides goods and services of a type utilized by Iftin Charter School.

#### Principal

The Principal implements policy at Iftin Charter High School on behalf of the Board, and has, subject to the control of the Board, the authority and responsibility of managing both the business and day-to-day operations sides of the school. The Principal is responsible for the school budget, the design of a staff development plan and selection of administrative, certificated, and classified personnel. The Principal is also responsible for managing the policies, regulations and procedures to ensure that all students are supervised in a safe environment that meets the curricula and mission of the school, including directing all members of the school staff, communicating with parents, and responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. Iftin Charter High School does not have any surplus or special reserve funds to invest, and the Principal does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve



## Iftin Charter School

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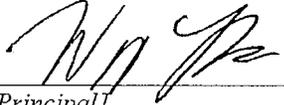
investment transactions. Consequently, the Principal is not an official who manages public investments within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, Section 18701, and the Principal is instead designated under Iftin Charter School's Conflict of Interest Code.

### Legal Counsel

Legal counsel, currently hired on a contract basis, provides advice on compliance with applicable laws and regulations. He does not regularly attend meetings of the Board or participate in the formulation and implementation of policies and programs of Iftin Charter High School and therefore is not designated.

### Auditor

Iftin Charter High School contracts annually with an external auditor to produce an annual financial audit of the school's financial affairs according to generally accepted accounting practices. The Auditor does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions, regularly attend meetings of the Board or participate in the formulation and implementation of policies and programs of Iftin Charter High School and therefore is not designated.

  
\_\_\_\_\_  
[Principal]

**NOTICE OF INTENTION TO ADOPT A CONFLICT OF INTEREST CODE  
FOR IFTIN CHARTER SCHOOL**

NOTICE IS HEREBY GIVEN that Iftin Charter School, a California nonprofit public benefit corporation ("Corporation"), has tentatively approved and intends to finally adopt a Conflict of Interest Code pursuant to Government Code section 87300 at its meeting on May 25, 2012. Pursuant to Government Code Sections 87200 and 87302, the Code will designate public officials, employees and consultants of Corporation who make governmental decisions, and who, therefore, must disclose certain investments, interests in real property, sources of income and business positions, and disqualify themselves from making or participating in the making of governmental decisions affecting those interests.

A public comment period has been established commencing on May 11, 2012, and terminating on June 24, 2012. Any interested person may present written comments concerning the proposed code no later than June 24, 2012 to the Corporation's representative at the address listed below. No public hearing on this matter will be held unless any interested person or his or her representative requests a public hearing no later than 15 days prior to the close of the written comment period.

The exact terms of the proposed Conflict of Interest Code, and all of the information upon which the Code is based, are available for inspection and copying by interested persons by contacting the Corporation representative at the address listed below. Corporation has prepared a written explanation of the reasons for the designations and the disclosure responsibilities and has available all of the information upon which its proposed Conflict of Interest Code is based. Any general inquiries concerning the proposed Code should be directed to the Corporation representative listed below.

Lisa LaGrone  
Administrative Assistant  
Iftin Charter School  
5465 El Cajon Blvd.  
San Diego, CA 92115

# CERTIFICATE OF PUBLICATION

Lisa LaGrone  
Iftin Charter, K-8  
5465 El Cajon Blvd.  
San Diego CA 92115

## IN THE MATTER OF Iftin Charter School

CASE NO.

### NOTICE OF INTENTION TO ADOPT A CONFLICT OF INTEREST CODE FOR IFTIN CHARTER SCHOOL

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Lisa LaGrone  
Administrative Assistant  
Iftin Charter School  
5465 El Cajon Blvd  
San Diego, CA 92115  
Pub. May 15 -00096972

I, Cathy L. Krueger, am a citizen of the United States and a resident of the county aforesaid; I am over the age of eighteen years, and not party to or interested in the above entitled matter. I am the principal clerk of the San Diego Daily Transcript, a newspaper of general circulation, printed and published daily, except on Saturdays and Sundays, in the City of San Diego, County of San Diego and which newspaper has been adjudged a newspaper of general circulation by the Superior Court of the County of San Diego, State of California, under the date of January 23, 1909, Decree No. 14894; and the

### Notice of Intention

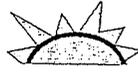
is a true and correct copy of which the annexed is a printed copy and was published in said newspaper on the following date(s), to wit:

May 15

I certify under penalty of perjury that the forgoing is true and correct.

Dated at San Diego, California this May 15, 2012

  
Signature



Iftin Charter School

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# Iftin Charter School

730 45<sup>th</sup> Street San Diego, CA 92102

## GOVERNING BOARD MINUTES

Meeting of October 26, 2012 at 5:30PM

This meeting will be held at the Iftin K-8 Staff Lounge

**CALL TO ORDER: 5:30 PM Mr. Hassan Hassan Presiding**

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### Roll Call

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Hassan, Hassan, President; present  
Ali, Hori, Treasurer; present  
Isadin Hussein, Secretary; present  
Joshua Stepner , Member; present

### REGULAR SESSION

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- A. Welcome to this special meeting Guests/Call to Order
- B. Approval of Agenda  
Motion, Isadin; Second, Ali; Ayes, 4; Nays, 0
- C. Mr. Delano from the management company presented financial report of the two schools. The high school has available cash for September in the amount of \$130,763 and expense to September for the high school is \$109,685 and the school is in net loss of \$173,147. Mr. Delano reported that if Proposition 30 does not pass on November 6, 2012, the board will have to make a tough decision about the high school due to its financial problems. Mr. Delano also reported that the K-8 is financially sound and 13% of revenue for the K-8 came in.
- D. Mr. Wilson Nacario, the high school principle reported that he applied some funds for the school and expects to receive a \$160,000 grant. The net of this fund is \$127,000 and the County will take 15% off the \$160,000. The principle reported that this fund can be used only after school programs. Mr. Nacario also reported that few kids left the school due to lack of required classes. Attendance at the high school at the moment is 151 students.
- E. K-8 director Mr. Mohamed reported that everything is going well at the K-8 school and nothing new.
- F. Anti-nepotism policy was provided to board members and principles of both schools in order to read and report back to the board their comments and opinions.

### PUBLIC HEARING

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This is the appropriate point in the meeting for any members of the audience to speak on matters of special interest or concern not on the present agenda. If they wish to address the Board, they are requested, prior to the meeting, to submit to the Secretary of the Board their names and the subject on which they wish to speak. Time is limited to three minutes for each individual. Individuals wishing to comment on items on the present agenda may do so during this portion of the meeting.



## Iftin Charter School

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Complaints about specific personnel are not appropriate for public session. Please submit any complaints to the Board Secretary in writing.

### CLOSED SESSION:

Employee evaluation: There were complaints from some teachers in the high school about the administration and the board discussed the best course of action to take. After deliberating about the issue, the board agreed to select investigation committee among the board and find out if these complaints exist or not.

### RECONVENE TO OPEN SESSION

Report on Closed Session: The board will do further investigation about the high school teachers' complaints.

ACTION ITEMS: Board approved action items A and B which are Iftin high LEA plan and high school name change to Iftin University Prep.

### ADVANCE PLANNING

The next regularly scheduled Governing Board Meeting is to be held on November 16, 2012 at 5:30pm in the Multi-purpose room of Iftin Charter School at 5465 El Cajon Blvd, San Diego.

### ADJOURN MEETING

*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)*

**APPROVED**

*[Handwritten signature]*

*11/28/2012*



Iftin Charter School

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# IFTIN CHARTER SCHOOL

5465 EL CAJON BLVD. SAN DIEGO CA 92115 (619)265-2411

## GOVERNING BOARD Minutes

Meeting of November 16, 2012 at 5:30PM

This meeting will be held in the Iftin K-8 Staff Lounge

### CALL TO ORDER

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#### Roll Call

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Isadin Hussein, Secretary; Present  
Hassan Hassan, President; Present  
Ali Hori, Treasurer; Present  
Joshua Stepner, Member; Present

#### OPEN SESSION

- A. The meeting was called to order at 5:35 PM
- B. Approval of Agenda: A motion was made by Hussein to approve the meeting agenda, seconded by Stepner and approved unanimously. (Hassan, Hori, Hussein, Stepner)

### PUBLIC HEARING

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No public comments, interests, or concerns were presented.

### DISCUSSION ITEMS:

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- C. Financial reports and cash flow for K-8 and High School. Mr. Delano Jones, Accountant, CSMC, distributed and presented the financial reports including the interim report and cash flow. The critical financial position of the high school was discussed including the projected cash flow challenge in Feb. 2013. In the interest of time, the budget was distributed but review of the budget was postponed until Jan, 2013; Attachments 1-4.
- D. The high school report –Mr. Wilson reported that he has been in touch with the CDE regarding the approval of the LEA plan, as well as PCSGP grant that is in progress. He introduced teachers Robert Carlton and Nimo Hadji and congratulated them for the 30 point gain in API and work in community events. A new teacher, Mr. Christian Storm was also introduced.
- E. K8 report – Mr. Mohamed reported that the K8 has 412 students and has been working on hiring an instructional leader for the past two weeks.
- F. Discussion regarding Bonus (5%) to be given to all employees of Iftin K8: Mr. Mohamed explained his rationale for proposing the bonuses (commitment, hard work of all employees to build the school during his tenure) and announced he would be retiring at the end of the year (Dec. 31, 2012). Mr. Wilson Nacario was



## Iftin Charter School

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concerned about the bonus violating the "status quo" requirement of the ongoing union negotiations with the teachers. Mr. Joe Udall, teacher, made a comment of support due to the teachers' hard work and reorganization of the middle school. Shukhri Adam, parent, commented with concern about the retirement of the Director and the effect it would have on the school in the middle of the year.

- G. Discussion regarding the need to Hire an Assistant Director/Principal for Iftin K8. Comments from John Lemmo, lawyer, Procopio: The charter must be amended to include the new position and job description, and the Director assigned to carry out the hiring process including identifying a candidate.
- 

### ACTION ITEMS:

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- A. Potential addition or removal of board a member: A motion was made to remove member, Josh Stepner: Ali Hori motioned and Isadin Hussein seconded the motion. The motion was approved by members Hassan, Hori, and Hussein. Stepner abstained.

Motion to approve Joe Udall, teacher, as a board member and Shukri Adam, parent and long time supporter and founder of Iftin, as board members: Ali Hori motioned and Isadin Hussein seconded the motion and it was approved unanimously. (Hassan, Hori, Hussein)

- B. Approval of the Minutes of October 12, 2012 and October 26, 2012: Isadin Hussein motioned and Ali Hori seconded and the minutes were approved unanimously. (Hassan, Hori, Hussein) Attachments 5 and 6
- C. Iftin Charter to Adopt Anti-nepotism policy to become effective by January 01, 2013. Board members agreed unanimously to postpone adoption so that a policy can be drafted with a caveat requiring board approval for any hiring that involves family members. Attachment 7
- D. Approval of the Revised Budgets- K8/High School, Tabled until Jan. 2013
- E. Review and approval of the 1<sup>st</sup> Interim Reports- K8/High School: Isadin Hussein motioned and Ali Hori seconded and the board unanimously approved the 1<sup>st</sup> interim reports. (Hassan, Hori, Hussein)
- F. Board approval to give all employees at Iftin Elementary a 5% bonus; postponed.



Iftin Charter School

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- G. Board approval to delegate the hiring of an Assistant Director for Iftin Elementary School to Mr. Mohamed, Director. Ali Hori motioned and Isadin Hussein seconded the motion. Approved unanimously (Hassan, Hori, Hussein)

**CLOSED SESSION:**

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Employee evaluation

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**RECONVENE TO OPEN SESSION**

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No reportable action from the closed session. The meeting was adjourned at 7:40PM

**ADVANCE PLANNING**

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The next regularly scheduled Governing Board Meeting is to be held on December 28, 2012 at 5:30pm in the Iftin High Auditorium at 5465 El Cajon, Blvd San Diego.

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**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*

**APPROVED**

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**IFTIN CHARTER SCHOOL RENEWAL PETITION**

**October 30, 2009  
Revised 5/10/2010**

**for presentation to the**

**Trustees**

**of the**

**San Diego Unified School District**

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*\* Note: This proposal contains some repetitions to insure each element is internally comprehensive.*

120 **Introduction**

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122 **Background and Summary**

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124 This renewal petition is submitted to the San Diego Unified School  
125 District ("SDUSD" or "District" or "Authorizer") by a Governing Board  
126 of Iftin Charter School, Inc. As of the drafting of this document the  
127 School is meeting or approaching standard on all renewal criteria.

128

129 Iftin Charter School was founded in 2006 as a K-8 program to serve  
130 some of San Diego's most vulnerable citizens. The K-8 school was  
131 created by a concerned group of parents who mostly came to the United  
132 States as refugees from war-torn Somalia. Iftin means enlightenment  
133 in Somali. The K-8 Iftin Charter School continues to engender hope  
134 and enlightenment for its students and parents. The charter for Iftin  
135 High School was approved for opening in 2010.

136

137 Iftin Charter School is approaching the renewal of the charter petition  
138 as an opportunity to 1) align the charter document with the school's  
139 current practices; 2) bring the charter document up to date reflecting  
140 statutory changes and 3) create cohesion and alignment with the Iftin  
141 High school charter which is governed by the same board as Iftin  
142 Charter School.

143

144 Iftin Charter School follows a modified traditional school calendar. The  
145 School is organized as a subdivision of the existing Iftin Charter School  
146 corporation, an independent 501(c)(3) public benefit non-profit  
147 corporation. Iftin Charter School is directly funded by the State,  
148 operating under a separate charter with its own CDS number. Iftin  
149 Charter School, Inc. acts as the employer of all staff. The School  
150 envisions using certain District services including special education,  
151 student attendance accounting, student testing and food services.

152

153

154 **Mission**

155

156 Iftin Charter School's mission is simple: "Enlightenment through  
157 academic rigor, cultural literacy and compassion." Iftin Charter School  
158 is a caring-centered elementary school (K-8) that involves members of  
159 students' families and communities as partners in the circle of  
160 education, both inside and outside the classrooms. Iftin Charter School

161 draws on the strengths of its surrounding community to assist the  
162 entire family in finding the services and supports they will need to  
163 become contributing members of their community.

164

165 Iftin finds itself uniquely equipped to meet the needs of newcomers to  
166 American society, as many immigrants are involving themselves in the  
167 process of creating and supporting the school. It is their desire to  
168 continue sharing the kindness they have found in the United States.  
169 This places the school in a strategic position to facilitate and accelerate  
170 the transition from immigrant to integrated and contributing member  
171 of society. Through emphasizing English language acquisition and the  
172 cultural values of freedom, responsibility, and productivity the  
173 petitioners hope to improve their student's chances for success in  
174 academics and all other aspects of their lives.

175

#### 176 **Student Population**

177

178 The School intends to locate in, near or accessible to City Heights. The  
179 eastern San Diego neighborhood of City Heights (population of 65,450  
180 in 2005) is one of the most ethnically diverse communities in all of San  
181 Diego County. It has an historic Hispanic population but is an area  
182 that continues to overflow with newly arrived immigrants and first  
183 generation immigrant families. According to the 2000 census, 44  
184 percent of City Height's population is foreign born. The residents have  
185 emigrated from more than 60 countries and speak more than 30  
186 languages and dialects. City Heights is home to large immigrant  
187 populations from Africa, Mexico, Central America, Southeast Asia,  
188 India, and the Middle East. The area nearest the school has become  
189 the center of a large and growing Somali community, many of whom  
190 come to America as refugees.

191

192 Iftin Charter School intends its student body population to eventually  
193 reflect the current demography of the San Diego Unified School District  
194 as a whole. Iftin Charter School expects to draw the majority of its  
195 students from City Heights and virtually all within the boundaries of  
196 the San Diego Unified School District. We anticipate our student  
197 population will mirror the current demography of City Heights, which  
198 includes a diverse array of races, ethnicities, languages, and  
199 backgrounds. Initially the School has drawn from its immediate  
200 neighborhood, especially from its growing segment of Somalis there.  
201 See Element Seven about recruiting efforts.

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As is evident from the information above, the neighborhood itself is a modern day Ellis Island – the first stop for many immigrants and refugees entering America. Families are arriving to City Heights from all over the globe. Iftin Charter School was founded by former Somali refugees eager to reach out to the newest members of the community, to share the lessons learned on their journey and to offer assistance in building a brighter future. Iftin Charter School has developed a distinctive model to address the unique needs, in particular the socio-economic and linguistic challenges, of the neighborhood students and their families who are new to City Heights and the United States. The majority of the students come from homes where the primary language is not English. Instead, they may speak Arabic, Spanish, Vietnamese or Somali. The school has proven especially adept at improving language skills.

217 **DECLARATIONS**

218

219 Iftin Charter School shall be nonsectarian and non-discriminatory in its  
220 programs, admissions policies, employment practices and all other  
221 operations. Iftin Charter School shall not discriminate on the basis of  
222 ethnicity, race, creed, color, national origin, age, gender, disability or  
223 other basis prohibited by law. Iftin Charter School does not charge  
224 tuition.

225

226 Admission to Iftin Charter School shall not be determined according to  
227 the place of residence of the pupil within California, or of his or her  
228 parent or guardian.

229

230 Iftin Charter School shall comply with all laws establishing minimum  
231 age for public school attendance (Education Code section 45610).

232

233 The School will not operate satellite schools, campuses, sites, resource  
234 centers or meeting spaces without prior written approval of the  
235 Authorizer unless identified in this charter.

236

237 The School shall meet all statewide standards and conduct the student  
238 assessments required, pursuant to Education Code Section 60605 and  
239 60851, and any other statewide standards authorized in statute, or  
240 student assessments applicable to students in non-charter public  
241 schools. [Ref. Education Code Section 47605(c)(1)]

242

243 The School corporation shall be deemed the exclusive public school  
244 employer of the employees of Iftin Charter School, Inc for purposes of  
245 the Educational Employment Relations Act. [Ref. Education Code  
246 Section 47605 (b)(5)(O)]

247

248 The School shall not discriminate on the basis of the characteristics  
249 listed in Section 220 (actual or perceived disability, gender, nationality,  
250 race or ethnicity, religion, sexual orientation, or any other  
251 characteristic that is contained in the definition of hate crimes set forth  
252 in Section 422.55 of the Penal Code or association with an individual  
253 who has any of the aforementioned characteristics). [Ref. Education  
254 Code Section 47605(d)(1)]

255

256 The School shall adhere to all provisions of federal law related to  
257 students with disabilities including, but not limited to, Section 504 of

258 the Rehabilitation Act of 1974, Title II of the Americans with  
259 Disabilities Act of 1990 and the Individuals with Disabilities in  
260 Education Improvement Act of 2004.

261

262 The School shall ensure that teachers in the Charter School hold a  
263 Commission on Teacher Credentialing certificate, permit, or other  
264 document equivalent to that which a teacher in other public schools are  
265 required to hold. As allowed by statute, flexibility will be given to non-  
266 core, non-college preparatory teachers. [Ref. Education Code Section  
267 47605(1)]

268

269 The School shall at all times maintain all necessary and appropriate  
270 insurance coverage.

271

272

272 **FORMAL CHARTER ELEMENTS**

273

274 **Element One (A) – Educational Program**

275

276 **Introduction**

277 The core of Iftin Charter School’s educational program centers upon the  
278 humanity of both teacher and student. The human relationship  
279 between students and mentors, impassioned by relevant curriculum, is  
280 the true ground on which learning can best occur. Iftin Charter School  
281 believes learning thrives, whether in an academic environment or in  
282 the general human experience, when: first, care and love surround and  
283 support the endeavor, and second, where there exists topical relevance,  
284 achievable goals and program rigor. In circumstances where a personal  
285 connection between pupil and teacher occurs, passion and inspiration  
286 suffice to navigate most any challenge. Educating the whole person  
287 results in learning-for-life and the positively assertive citizens all  
288 democratic nations need.

289

290 The School hones best practices and uses researched based methods of  
291 instruction (see below). Common assessments and Learning Teams  
292 collaborate continually to maintain the emotional-relational ground  
293 upon which all great teaching and learning occurs. In addition, these  
294 Learning Teams of educators maintain and improve the content, form,  
295 and methods of standard-based instruction in order to vitalize and  
296 maintain quality in both teaching and inter-personal relationships. See  
297 Professional Development section, below, which discusses Learning  
298 Teams in the context of a Professional Learning Community.

299

300 The School has mapped its curriculum to State Standards in all  
301 subjects including Language Arts, Math, Science, Social Studies,  
302 Physical Education and Art. The School uses a standards management  
303 software package to regularly test students’ progress against State  
304 Standards, in core academic subjects (core subjects), See Attachment D  
305 for definition of core academic subjects, and manage interventions and  
306 concurrent support for struggling students.

307

308 Iftin Charter School seeks to develop intellectual capacity in students  
309 with a solid foundation in reading and writing. Mathematics extends  
310 cognitive development. The scientific method can then be taught and  
311 applied to real problems. An appreciation of language and arts  
312 enhances sensitivity and respect for ideal forms. We also study local

313 and state heritage and culture, to promote greater understanding and  
314 appreciation of our diverse population. As part of our mission we seek  
315 to help our students develop the following academic and personal skills:  
316

- 317  curiosity;
- 318  lifelong learning;
- 319  clear oral and written communication;
- 320  creative and critical thinking;
- 321  logical thinking and the ability to make informed  
322 judgments;
- 323  effective use of technology as a tool;
- 324  adaptability to new situations and new information;
- 325  problem-solving and analyzing skills;
- 326  the ability to find, select, evaluate, organize, and use  
327 information from various sources;
- 328  the ability to utilize small group work and learning centers
- 329  the ability to make easy and flexible connections among  
330 various disciplines of thought; and
- 331  respecting others' individuality and creativity, as well as  
332 one's own, while seeking to work within teams to create  
333 common solutions.
- 334  Acculturation to American Society

335  
336 As a by-product, Iftin Charter School believes these skills develop the  
337 following personal habits and attitudes:  
338

- 339  accepting responsibility for personal decisions and actions;
- 340  academic honesty and the ability to face challenges with  
341 courage and integrity;
- 342  a healthy lifestyle
- 343  empathy and courtesy for others and respect for differences  
344 among people and cultures;
- 345  self-confidence and willingness to risk setbacks in order to  
346 learn;
- 347  concentration and perseverance;
- 348  managing time in a responsible manner;
- 349  seeking a fair share of the workload; and
- 350  working cooperatively with others, which includes the  
351 ability to listen, share opinions, negotiate, compromise, and  
352 help a group reach consensus.

353

354 Iftin Charter School is committed to providing its students the core and  
355 basics of a solid education--the knowledge, skills, habits, and ideals  
356 that will serve as the foundation of learning and good behavioral  
357 character throughout their lives. No matter how skilled the teacher, or  
358 elaborate the classroom, learning takes place in the mind and  
359 experience of the student. The ideal educational environment,  
360 therefore, is the one that stimulates and engages the mind of the  
361 student.

362  
363 Iftin Charter School represents a partnership among its students,  
364 parents, faculty, administration, and staff. The School is committed to  
365 the concept that each child has the right to come to school without fear  
366 of taunting, teasing, or violence. Parents have the right to expect a  
367 school to provide a safe, kind environment for their children, but also  
368 have a responsibility to ensure that their child understands and  
369 appreciates the standards of behavior that is expected by the School.  
370 Teachers have the right to teach in an orderly environment without  
371 fear of violence. We strongly believe that a kind and nurturing  
372 environment creates the potential for peaceful elementary school years.

373  
374 We draw not only on time-honored practices, but also on many valuable  
375 insights into childhood cognitive and developmental processes realized  
376 in recent decades. Moreover, we place strong emphasis on the  
377 relationship between the school and the home, recognizing the parent's  
378 critical role in fostering their children's education.

379  
380 Above all else, we see ourselves as allies of the family, reinforcing  
381 parents' efforts to guide the intellectual, emotional, and moral  
382 development of their children. By providing and enforcing moral and  
383 ethical standards, the school prepares its students to accept the  
384 privileges and responsibilities of citizenship. Every child is capable of  
385 achieving his potential to the fullest extent when afforded respect,  
386 fairness, kindness, discipline, and appropriate instruction.

387  
388 **What It Means to Be an Educated Person in the 21<sup>st</sup> Century**  
389 An educated person in the 21<sup>st</sup> century will require keen critical and  
390 logical thinking skills; a facility for clear oral and written  
391 communication skills; information literacy competency; and the ability  
392 to respect others' individuality and creativity, as well as one's own. The  
393 educated 21<sup>st</sup> century person will act with integrity and accept  
394 responsibility for personal decisions. She and he will be imaginative,

395 will manage their time in a responsible manner, will demonstrate  
396 empathy and courtesy for others and will respect differences among  
397 people and cultures. They will lead healthy lifestyles, have the ability  
398 to listen, share opinions, negotiate impasses, compromise and help a  
399 group reach a consensus. They will be self-confident, self-motivated,  
400 and productive members of our society who are able to seize the  
401 opportunities life brings them. With any luck, they will have a sense of  
402 humor.

403  
404

### 405 **How Learning Best Occurs**

406 Iftin Charter School believes learning best occurs, whether in an  
407 academic environment or anywhere in the human experience, when:  
408 first, care and love surround and support the endeavor, and second,  
409 when relevant goals are high but achievable. To achieve these ends the  
410 School uses best practices garnered during the first term of Iftin  
411 Charter School and from well regarded schools in the area, the state  
412 and throughout the country. The School will continue to rely on  
413 research-based methods of instruction and standards-based programs.  
414 Learning Teams collaborate consistently and continually in order to  
415 best maintain the emotional-relational ground upon which all great  
416 teaching and learning occurs; in addition, these Learning Teams of  
417 educators seek to maintain and improve the content, form, and  
418 methods of standard-based instruction continually in order to vitalize  
419 learning and maintain quality in both teaching and inter-personal  
420 relationships.

421

### 422 **Research Basis**

423 At the Iftin Charter School, all programs, methods, and initiatives are  
424 to be fostered in a school-wide climate of caring and love. Studies of  
425 schools that are restructuring conclude that more caring environments  
426 affect achievement. These studies of equitable high achievement for all  
427 types of students indicate a dominance of practices which promote  
428 teacher commitment and student engagement (Bryk, 1994; Lee &  
429 Smith, 1994). Other researchers point to the importance of the school's  
430 communitarian "ethos," providing a blend of academic and social  
431 concerns resulting in equitable student achievement (Bryk & Discoll,  
432 1988; Bryk, Lee, & Holland, 1993; Chubb, & Moe, 1990).

433

434 The academic focus of the studied schools with higher achievement  
435 gains lies within a social context of caring individuals who make special

436 efforts for all students to succeed and who share common beliefs and  
437 high expectations. McLaughlin (1994) noted, "Restructuring practices  
438 then make a difference in student achievement and engagement when  
439 they support personal and sustained connections between students and  
440 adults in the school setting, and when they facilitate the sharing of  
441 knowledge about students as individuals and learners" (p.9).

442  
443 We recognize the practical application of aligned curriculum and sound  
444 pedagogy. We trust that the State-adopted standards and State-  
445 recommended professional development regimes are scientifically  
446 founded. We are adopting scientifically research-based, effective and  
447 replicable programs such as; Guided Reading, Guided Math,  
448 Blackboard Configuration, and Academic Time on Task.

449

#### 450 **Program Framework**

451 The essence of the program is founded on the basis of standards based,  
452 integrated skills-based education, performance-based learning and a  
453 personalized environment. Students focus on the skills of reading,  
454 writing, computing and speaking. These skills are developed  
455 throughout the curriculum. Students are assessed in a formative  
456 manner on performance-based standards. Student success is achieved  
457 through personalization of the educational program by Learning  
458 Teams.

459

#### 460 **Methodologies**

461 The staff incorporates a variety of instructional strategies to meet the  
462 needs of all students and engage them in their learning. At a  
463 minimum, teachers utilize the following instructional methods:  
464 Blackboard Configuration (BBC), Professional Learning Community  
465 (PLC), Systematic English Language Development ("SELD"), and  
466 guided reading supports. These four methods are the pillars on which  
467 our instruction is based, though the School employs various other  
468 strategies as needed. Choice of methods depend, in part, on student  
469 needs and proclivities coupled with teacher proficiencies.

470

#### 471 *Blackboard Configuration / Daily Agendas*

472 Teachers use the Blackboard Configuration (BBC), developed by Dr.  
473 Lorraine Monroe. The BBC is designed to ensure classes are focused  
474 and well-organized. Using BBC assists in keeping the students  
475 informed about class goals, activities and assignments. In accordance

476 with the BBC, teachers have the following items posted in the  
477 classroom and update them on a daily basis:

- 478 • A specific and measurable "Aim" for the day connected to the
- 479 California state standards
- 480 • A "Do Now" or opening activity to immediately engage students
- 481 in writing for two to five minutes.
- 482 • The homework assignment due the following day.
- 483 • An agenda for the class period

484

#### 485 *Systematic English Language Development*

486 The school simultaneously seeks to enhance language acquisition of all  
487 students while also increasing student knowledge of subject area  
488 content. To this end, teachers prepare lessons using a focused  
489 approach to Systematic English Language Development which requires  
490 English to be taught in functional contexts. Students are grouped by  
491 their CELDT language proficiency levels.

492

#### 493 *Guided Reading*

494 Teachers work with guided reading specialists to target the individual  
495 reading levels of all students. These collaborative teams work to create  
496 individualized targets for reading improvement. Students work with  
497 reading material on their grade level and participate in guided reading  
498 instruction in small groups and in one-on-one settings. Teachers and  
499 guided reading specialists focus on improving comprehension, phonics,  
500 phonemic awareness, vocabulary, and fluency as needed with each  
501 student.

502

#### 503 *Professional Learning Communities*

504 Iftin Charter School uses a Professional Learning Communities model  
505 to create learning teams for teachers. Currently most grades at Iftin  
506 Charter School are composed of only one class. The School currently  
507 uses a vertical learning team model in the creation of its Professional  
508 Learning Communities. Through participation in these learning teams,  
509 teachers can discuss successes and struggles with using particular  
510 instructional strategies. Through the PLC filter, teachers can work  
511 together to select and employ various methodologies and to create real-  
512 time, relevant solutions to instructional challenges.

513

#### 514 **Professional Development**

515 Iftin Charter School employs a wide variety of methods to assess  
516 instructional practice and provide teachers with targeted feedback for

517 improvement. The School utilizes both informal and formal classroom  
518 observations to monitor, guide, and improve instruction. Moreover,  
519 observations and assessment of teaching practices guide the School's  
520 professional development priorities. See Element Five.

521  
522 The School's operational structure incorporates monthly collaboration  
523 time for the purpose of building teacher capacity for skill development  
524 and competency. The School implements a data-driven professional  
525 development plan using benchmark data, as well as by reviewing  
526 student work products, modifying curricula, and adopting appropriate  
527 instructional strategies. The staff development plan focuses on  
528 instruction, implementation, review, assessment and further  
529 modification based on results from data on an annual cycle.

530

531 To support and develop highly qualified teachers who are prepared to  
532 meet the needs of our student population, a Professional Learning  
533 Community has been formed at Iftin Charter School. This formalized  
534 on-going professional development effort "flows from the assumption  
535 that the core mission of formal education is not simply to ensure that  
536 students are taught but to insure that they learn" (DuFour,  
537 *Educational Leadership*, 2004). Thus faculty members typically  
538 encounter:

539

- 540 • A three-day teacher preparation session in August before the
- 541 opening of school.
- 542 • Collaborations every week with the school staff.
- 543 • Various professional development workshops throughout the year
- 544 including: Systematic English Language Development (SELD);
- 545 differentiated instruction and full inclusion; Standards Based
- 546 Units of Instruction; data-analysis; area specific collaborations.

547

#### 548 **Meeting the Needs of All Students**

549 Iftin Charter School provides rigorous academic programs and  
550 approaches that meet the needs of all students. This means students  
551 who perform above grade level, continuing throughout the whole  
552 spectrum of student achievement to those who perform at or below  
553 grade level. The School meets the diverse needs of the modern  
554 classroom through the collaborative differentiation of the core  
555 curriculum.

556

557 All teachers are schooled in the multiple techniques and modes of  
558 differentiated instruction so that all students are challenged – Special  
559 Needs, English Language Learners (“ELL”), and especially the students  
560 often lost in the middle. Tutoring, inter-dependent grouping, and  
561 collaboration is integrated into lesson creation. Instructional scaffolds  
562 are designed in order to maintain cognitively demanding curricula.  
563 Finding and maintaining a balance between rigor and comprehensible  
564 input is an incessant endeavor.

565

566 All students entering the school for the first time are assessed to  
567 determine various levels of ability, including language proficiency,  
568 reading and math levels. Various instruments are used in combination.  
569 For students entering midyear, a basic skills assessment is  
570 administered along with a review of the student’s report card,  
571 standardized testing and student cumulative record file. The student’s  
572 progress is monitored through regular formative and summative  
573 assessments based on instruments including, a standards management  
574 system, curricula based assessments, locally developed assessments,  
575 observations, etc.

576

577 Formative standards based tests are administered on a regular basis.  
578 The results of these tests are used to monitor student performance,  
579 identify struggling students, and deliver targeted interventions to  
580 improve student achievement. Periodic benchmark assessments  
581 provide information as to how effective our interventions have been and  
582 allow for further intervention if necessary. Intervention plans and  
583 accommodations are made in the classroom and as teachers confer with  
584 the Principal and meet with parents. At times, modification of  
585 curriculum is necessary to fill and close gaps for students.  
586 Individualized pullouts during the school day provide one-on-one  
587 intervention and attention to help raise achievement. Differentiated,  
588 small group guided instruction during the school day is also employed.  
589 After school interventions and Saturday school may focus on “filling the  
590 gaps” for low-performing students.

591

### 592 *Low Achieving*

593 Students who are achieving substantially below grade level are  
594 identified by: teachers, standardized testing data, and multiple  
595 measure assessments. For students achieving substantially below  
596 grade level, we select curriculum that provides review and re-teach  
597 programs. Standards management software allows teachers to monitor

598 the progress of students who are achieving below grade level and  
599 provides software generated tests and instruction based on California  
600 content standards / framework which have not been achieved.  
601 Individual and small group tutoring as well as standards based  
602 learning activities are available to students who are not achieving at  
603 grade levels. Low achieving students progress is quantitatively  
604 measured through standards based assessments through standards  
605 management software.

606

### 607 *High Achieving*

608 Teachers use assessments and standardized testing data in  
609 combination with continual classroom observations to identify those  
610 students who are achieving well above grade level. For those students  
611 currently working beyond grade level, teachers select a supplemental  
612 instruction program that provides higher level inquiry of current  
613 content and more challenging extensions to activities or assignments.  
614 In addition, all teachers are to utilize various modes of differentiated  
615 instruction to constantly engage these students in the classroom.

616

### 617 *English Language Learners*

618 ELL students are initially identified through responses to the home  
619 language surveys given to all students upon entrance to the district. In  
620 accordance with the California English Language Development Test  
621 (CELDT) rules, all potentially designated ELL students are then  
622 assessed using the CELDT. Students who are assessed as Language  
623 Learners are then placed in the ELD programs based on their ELD  
624 level as determined by the CELDT. The CELDT is administered  
625 annually. Benchmark exams and other monitoring for literacy  
626 strategies are also used to assess student progress. Lastly, the CELDT  
627 is used to determine when these students are to be reclassified as  
628 Fluent English Proficient (FREP). The CELDT scores are used to  
629 determine those students not making adequate progress, to target the  
630 specific areas of language acquisition to be addressed with each  
631 student, and to inform what instructional strategies will be employed.

632

633 Iftin Charter School employs an English Language Learner strategy  
634 based on Susana Dutro's Systematic English Language Development  
635 Instruction (SELD). This approach builds on nearly a decade of  
636 research into English language development approaches and  
637 techniques. SELD Instruction teaches English as a second language in  
638 an effort to develop a solid English language foundation. Instructional

639 materials are designed to teach vocabulary and language patterns to  
640 students who have been homogenously grouped based on CELDT  
641 levels. The program follows a scope and sequence of language skill  
642 which requires English to be taught in functional contexts.  
643

644 The school has formed an ELAC committee. As needed, we employ oral  
645 and written communication, daytime coffees, web-site, home visits,  
646 participation in school events, fundraising and work project  
647 opportunities to help keep parents informed of student progress.  
648 Specifically for ELL students, CELDT results are sent home in  
649 accordance with the tests rules and regulations. The results letters are  
650 not currently available in Somali or Arabic translation so the School  
651 will have them translated when necessary. The School uses appropriate  
652 translations for families who speak other languages as translators are  
653 available. The School also plans to meet with the family of each ELL  
654 student to discuss the Structured ELD class as well as any modified  
655 schedules. There are translators present for these meetings as  
656 appropriate.

657

#### 658 **Special Education**

659 The School currently receives special education services from the  
660 District. The School will continue to comply with District policies and  
661 Special Education Local Plan Area ("SELPA") special education polices  
662 in addition to state and federal laws pertaining to special education in  
663 so much as the delivery of District services is compliant.  
664

665 The School will continue to comply with all State and Federal laws for  
666 special education including Child Search/Find efforts. These efforts will  
667 include:

- 668 1. The establishment of a Student Study Team process to employ  
669 general education alternatives before a referral to special education is  
670 made;
- 671 2. The inclusion of testing procedures and the evaluation thereof which  
672 allows for the pre-identification of children with disabilities; and
- 673 3. Annual in-service training for faculty regarding the identification of  
674 children with disabilities.

675

676 The School shall be deemed, at least initially, a district public school for  
677 the purposes of special education. The District will provide special  
678 education funding and services for the School's special education pupils

679 to the extent required by law. Specifically, the District will (A) serve  
680 children with disabilities in the same manner as it serves children with  
681 disabilities in its other schools; and (B) provide funds in the same  
682 manner as it provides funds to its other schools [ IDEA §1413 (a)(5)].  
683 The School will pay the District the District's special education  
684 encroachment for each student. The District may provide the School, by  
685 mutual agreement, funding instead of services in those cases where the  
686 School has the capacity to appropriately meet the needs of its special  
687 education students and the District finds it in the best interest of  
688 students to do so.

689  
690 The School reserves the right to become a Local Education Agency  
691 ("LEA") for special education in another SELPA while the District may  
692 exercise any rights it has not to serve as the SELPA for the School  
693 LEA. The School also reserves the right to join another SELPA as  
694 provided by law. Any change in the manner in which special education  
695 services are delivered, including a change to act as its own LEA or join  
696 another SELPA is subject to state guidelines.

697  
698 To the extent the School opts for District delivery of special education  
699 services, it will support the District's implementation of these services  
700 and will make facilities available in a manner consistent with the  
701 District's need to provide services to all special education students.

702  
703 The School will participate in federal and state IDEA regulations and  
704 laws pertaining to "child find". The School will participate in testing to  
705 identify children with suspected disabilities, provide an SST process to  
706 exhaust general education modifications and accommodations prior to  
707 special education testing referral, and conduct yearly staff in-service  
708 training regarding the identification of children with disabilities.

709  
710 The School recognizes its responsibility for compliance with Section 504  
711 disability obligations.

712  
713 Iftin does not discriminate in its admissions policies and practices  
714 against students with special needs. In its enrollment outreach plan,  
715 Iftin will continue to include statements that the school welcomes  
716 students with disabilities. Iftin minimizes the need to identify students  
717 as having special needs by focusing on the individualized needs of  
718 students and helping each pupil succeed.

719

720 Curriculum and Instruction Program

721

722 *Overview*

723

724 The School follows the State of California Framework/Content  
725 Standards in all subjects including Language Arts, Math, Science,  
726 Social Studies, Physical Education and Art. We recognize the  
727 advantages of aligned curriculum and proven pedagogy. Within these  
728 frameworks, the curriculum and core instructional materials for each  
729 course at the School is to be chosen through a collaborative effort.

730

731 The School maps the curricula to State Standards, looking for both  
732 horizontal and vertical alignment and overall coherence. This happens  
733 prior to the start of school as well as an ongoing part of our professional  
734 development and Professional Learning Community. This curriculum  
735 map will be critical in establishing consistency and accountability.

736

737 Following the curriculum mapping, the School selects and implements  
738 the instructional materials, developing a detailed scope and sequence of  
739 skills to be taught as outlined in the various standards aligned  
740 curricula, tailoring the curriculum to fit the specific needs of our  
741 students, and determining the instructional strategies that will be most  
742 effective and complementary to the curriculum model. Teachers may  
743 also select additional curricular resources as long as they are consistent  
744 with and supportive of student progress towards meeting state  
745 standards. Ongoing professional development is critical in helping the  
746 Principal and teachers monitor, adapt, and modify the curriculum's  
747 implementation. The School also uses a standards management  
748 software package to regularly test students progress against State  
749 Standards and ensure the selected curricula is supporting student  
750 learning in these critical areas.

751

752 The School currently implements the following curricula

753

754 Language Arts

755 Grades K-6: Houghton-Mifflin curriculum supplemented with Core  
756 Knowledge curriculum. Grades 7-8: Prentice-Hall supplemented with  
757 Core Knowledge curriculum.

758

759

760 Math

761 Grades K-6: Houghton Mifflin, Core Knowledge, and Excel curriculum.  
762 Grades 7-8: Prentice-Hall and Excel curriculum supplemented by Core  
763 Knowledge curriculum.

764

765 Science

766 Grades K-6: Houghton Mifflin curriculum. Grades 7&8: Holt  
767 curriculum.

768

769 Social Studies

770 Grades K-6: Houghton Mifflin curriculum. Grades 7&8: Holt  
771 curriculum.

772

773 Physical Education

774 Grades K-8 use State standards for Physical Education.

775

776 Art

777 Grades K-8 supplement State standards for visual art with Core  
778 Knowledge art reference resources.

779

780

781

782 **Other Elements of the Education Program**

783

784 Project-based Learning - Project-based learning is used to teach and to  
785 reinforce basic skills. Children learn by doing and the hands-on  
786 learning approach gives students an opportunity to take skills that  
787 they have learned and to apply them to meaningful projects. These  
788 projects give students an opportunity to develop and demonstrate  
789 critical thinking skills, problem solving skills, and cooperative  
790 learning.

791

792 Cooperative Learning - Productive citizens of the 21st century must be  
793 able to work cooperatively as part of a team to accomplish a task.  
794 Cooperative learning techniques teach students to work collaboratively  
795 with others and allow them to develop their social and communication  
796 skills. Students learn to share their knowledge and skills and  
797 acknowledge and respect the ideas and skills of others.

798

799 Flexible Grouping - Teachers use flexible grouping to meet the needs of  
800 their students. Students may be grouped and regrouped based on such  
801 factors as skills they need to master, knowledge they need to share;

802 reading abilities, and the need to be encouraged to obtain the next  
803 level of understanding.

804

805 Differentiated Instruction - Children have different strengths and  
806 styles of learning. Teachers use theories of multiple intelligences in the  
807 classroom to build on each student's strengths and to address diverse  
808 learning styles.

809

810 Technology - Computers are used as a tool for teaching and learning.  
811 Students have access to technology for research, analysis,  
812 communication, skill building, and self-expression.

813

814 Community Interaction - Students are involved in a variety of activities  
815 to enhance their understanding of how a community functions. This  
816 includes community service and establishing ongoing relationships  
817 with businesses local government, and community organizations.  
818 Community members are invited into the School to share their  
819 knowledge and expertise. Emphasis is placed on students being  
820 connected to their community and becoming contributing members of  
821 society.

822

823 Flexible Scheduling - To be most effective, teachers must have time to  
824 work together, to plan, to discuss student needs, to mentor one another,  
825 and to observe other classrooms. The school day is structured such that  
826 staff members have time during school hours to work collaboratively  
827 and so that special programs and projects may be accommodated. To  
828 permit this flexibility, the length of the school year and/or the length of  
829 the school day may be extended beyond the state-mandated minutes.

830

831 Acculturation - Core Knowledge thematic units serve as a curricular  
832 supplement to concomitantly reinforce core standards based content  
833 and as an introduction and overview of classic western culture.

834

835 Practical Life Skills - The school incorporates practical life skills,  
836 training, projects and applications throughout the educational  
837 program.

838

839 Assessments - All core subject classes have regular assessments to  
840 track the progress of the students and the success of the School against  
841 state standards. These common assessments are a part of the  
842 Professional Learning Communities and help to inform teachers'

843 instructional strategies in the classroom. Students with difficulties  
844 require individualized intervention plans. Staff development  
845 workshops provide teacher training in testing and student test  
846 preparation.

847

848 Uniform - To foster an environment of excellence, respect and  
849 professionalism the school has a school uniform policy consistent with  
850 applicable Education Code and State and Federal constitutional  
851 protections.

852

853 Parent Volunteer Corps - The purpose of this group is to train parents  
854 to work with other parents as translators and classroom helpers,  
855 making home visits, conducting fundraisers, and implementing  
856 community projects. These parents are trained to hold meetings and  
857 parent involvement workshops, such as parent/child projects, and help  
858 coordinate special events. Some work closely with the guidance  
859 specialist. All involved parents are recognized in a ceremony and  
860 dinner at least once a year.

861

862 Parent Workshops - Each grade level plans one parent/student  
863 workshop per semester to foster pride, culture, love for learning,  
864 cooperation, and parent involvement in homework when possible.

865

866 Parent Meetings - There are at least four Parent Meetings a year. The  
867 goal of these meetings is to: foster an environment of community,  
868 collaboration, teamwork, success, pride, and to keep parents informed  
869 and involved in the school's progress.

870

871 Field Trips - English Language Learners and socio-economically  
872 disadvantaged students need "hands-on" exposure and real world  
873 experiences to excel along with the more advantaged students. Field  
874 trips with a specific academic focus typically occur at the culmination of  
875 a unit of study or at the commencement of a new unit. Field trips are  
876 planned by grade level and Learning Teams and placed in the student's  
877 schedule.

878

879

880 The School reserves the right to refine its master calendar at any time  
881 in the best interests of its student population.

882

883 While Iftin Charter School envisions itself as a school of daily  
884 attendance, this charter also sanctions the possibility of independent  
885 study as an adjunct to its regular program. If independent study is  
886 provided, the School will comply with state laws relating to  
887 independent study as set forth in Education Code section 47612.5.

888

889 The School complies with the minimum age requirements for public  
890 school attendance (Ed. Code 47610) as stated in this charter's  
891 declarations and it maintains student records in compliance with Ed  
892 Code 47612.5.

893

894 Ultimately, the Iftin Charter School program aims to have its pupils  
895 become self-motivated, competent, lifelong learners; prepared to thrive  
896 throughout their lives as educated individuals in the 21st century.

897

898 Iftin Charter School advertises that course credits are designed to be  
899 transferable. Full disclosure in the student/parent handbook helps  
900 ensure parents are informed of this. The office and administrative staff  
901 works with any students transferring to a neighboring public school  
902 easing the transferability of credits.

903

904

904

905 **Element Two (B) – Measurable Pupil Outcomes**

906

907 Iftin Charter School's students will meet all academic standards as  
908 adopted by the State Board of Education applicable to charter schools.

909

910 The school will ensure that testing accommodations for students with  
911 IEP's and for English Language Learners are made consistent with  
912 testing guidelines and state and federal law.

913

914 **Measurable Student Educational Outcomes**

915

916 Iftin's initial 2006 Charter Petition outlined 14 Measurable Student  
917 Outcomes. Over the last two and a half years, the Instructional Leader  
918 and teaching staff have determined that these 14 Outcomes were too  
919 general, overly board, as well as subjective, making it difficult to  
920 accurately measure student achievement toward outcomes.

921

922 In 2008, the teaching staff and the Instructional Leader co-created  
923 student outcomes that were measurable and were better indicators of  
924 student progress. In addition, the 2009 Measurable Student Outcomes  
925 (6) are aligned to Iftin's Local Education Agency (LEA) Plan which  
926 serves as Iftin's Site Instructional Plan (see attachment).

927

928 **2009-10 Measurable Student Educational Outcomes**

929

930 Iftin further intends to make the following educational achievements  
931 by 2015:

932

933 1) Annually reduce by 10% the number of students performing below  
934 proficiency level as measured by the CA state Math  
935 content/performance standards.

936

937 2) Annually reduce by 10% the number of students performing below  
938 proficiency level as measured by the CA state English-Language Arts  
939 content/performance standards.

940

941 3) Annually reduce by 10% the percentage of English Language  
942 Learner Students failing to show growth of at least one language  
943 proficiency level towards Reclassification per year as measured by the  
944 CELDT assessment.

- 945  
946 4) Annually reduce by 10% the number of students performing below  
947 proficiency level as measured by the CA state Science  
948 content/performance standards and curriculum based pre and post  
949 assessments.  
950  
951 5) Annually reduce by 10% the number of students not showing growth  
952 towards physical fitness as measured by the FitnessGram assessment  
953 administered at the 5<sup>th</sup> and 7<sup>th</sup> grade level and a curriculum based  
954 assessment tool administered at all other grades.  
955  
956 6) Annually reduce by 10% the number of students not showing growth  
957 toward acquiring computer skills required in the 21<sup>st</sup> century workplace  
958 as defined by the National Educational Technology Standards for  
959 Students (NETS) and measured by a curriculum based assessment.  
960

961

### 962 **Historical Implementation Of Educational Program**

963

964 2006-07 - The first year of Iftin, primary attention was given to  
965 enrollment, purchasing of instructional materials, and hiring qualified  
966 staff. Many structures were put into place and the staff met regularly  
967 to lay the school's foundation. Several meetings were held with parents  
968 and the basic instructional programs were established. The annual  
969 assessments (CELDT & CST's) were directly purchased from the test  
970 publishers and administered at the appropriate times.

971

972 2007-08 - The second year, Iftin Charter began to focus on its  
973 instructional programs. An Instructional Leader was hired in January  
974 2008. The LEA Plan was created with the school's teaching staff,  
975 submitted and approved by the CA Educational Dept, in June 2008.  
976 The LEA Plan provided the framework for Iftin's Instructional  
977 Programs, focusing on 1) Math, 2) Reading, 3) Language Learners and  
978 4) Professional Development. Throughout the LEA Plan, the CA  
979 Content and Performance Standards were emphasized as the basis of  
980 instruction for the school.

981 The school focused on Measurable Outcomes in 1) Reading and 2)  
982 English Learners. The school purchased guided reading books and  
983 other leveled texts (approximately 1,000 books per classroom) in order  
984 to build classroom libraries. Much time was dedicated to identifying  
985 and teaching English Learners as well as attending professional

986 development training sessions for English Learners (including Susana  
987 Dutro's Systematic Development of English Language).  
988  
989 **2008-09** - The Iftin staff began to study the 14 Measurable Outcomes  
990 as outlined by the original charter petition and monitored student  
991 progress by identifying performance levels of each student. The school  
992 began to closely monitor struggling Students in Math/ Reading. An SST  
993 process was created whereby the Response to Interventions Process  
994 (RTI) was followed. Teachers met with the Instructional Leader on an  
995 individual basis and with the SST team in order to address  
996 interventions for struggling students. Intervention Plans were created  
997 for struggling students. Iftin Charter purchased and implemented the  
998 Measurement of Academic Progress (MAP) as a benchmark assessment  
999 to be administered three times a year. The MAP online assessment is  
1000 adaptive and will assess students below/at/above state standards. In  
1001 addition, MAP is directly correlated to the Compass/Odyssey Learning  
1002 Activities whereby the students' MAP scores are shared with Compass  
1003 in order to allow all students access to learning activities at their  
1004 learning level. The Compass Learning Activities are also adaptive to  
1005 the students' answers. The rate of success in which the students  
1006 answer the questions/problems will determine whether that student  
1007 will be guided to a higher or lower level of work.  
1008  
1009 **2009-10** - Iftin Charter continued working on the Measurable Pupil  
1010 Outcomes. The Math Framework was implemented with a focus on  
1011 constructing mathematical reasoning as applied to real life  
1012 mathematical situations. A Math Consultant was hired to work with  
1013 the teachers in presenting a school-wide (K-8) mathematical approach  
1014 which would foster the students' understanding of algebraic  
1015 problems/thinking in order to promote success in algebra.  
1016  
1017 The staff continues to implement the Literacy Framework as outlined  
1018 in the LEA Plan, adding "conferring" as an instructional strategy and  
1019 improving writing. The San Diego Area Project consultants were hired  
1020 to provide 12 hours of professional development in the area of writing. .  
1021 In addition, the teachers began creating Units of Study for English  
1022 Language Arts, clustering the ELA standards into genre units. The  
1023 school contracted services/training for Data Director and plan to utilize  
1024 the data information to drive and design instruction.  
1025

1026 Iftin Charter has had yearly reviews and has implemented the  
 1027 suggestions made by our annual charter reviews. In addition, Iftin  
 1028 Charter hired Insight Education to conduct a third party review to  
 1029 observe our school and provide feedback in or continuing efforts to  
 1030 improve our school.

1031

1032 **Historical Performance Data and Goals for Next 5 Years**

1033

1034 **API**

1035

1036 **Historical Data:**

1037 (The following table shows the schools API performance for the charters operational years. Target for  
 1038 2009-10 was set by increasing the API score by 5% of the difference between the previous years score  
 1039 and 800.)

	2005-06	2006-07	2007-08	2008-09	2009-10
API Score	N/A	576	689	638	TBD Target=646

1040

1041 **Goals for Next 5 Years:**

1042 (The following API Goals are based on the Schools API score increasing annually by 5% of  
 1043 the difference between the previous years target score and 800.)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Iftin's 5 year Minimum API Growth Targets	654	661	668	675	681

1044

1045 **AYP**

1046

1047 **Historical Data:**

	2005-06	2006-07	2007-08	2008-09	2009-10
AYP (Fed'l) Met/Not Met	X	N/A	Met	Not Met	TBD

1048

1049

1050 **Goals for Next 5 Years:**

1051 The following table shows the percentage of students projected to be at or above proficient  
 1052 and below proficient in Math and Language Arts as measured by the CST. These targets  
 1053 ensure the school meets AYP by annually reducing by 10% the number of students scoring  
 1054 below proficient.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Math (Percentage of students scoring at or	47.75% = A	52.97% = B = (100-A)*.1+A	57.68% = C = (100-B)*.1+B	61.91% = D = (100-C)*.1+C	65.72% = E = (100-D)*.1+D

above proficient on CST.)					
Math (Percentage of students scoring below proficient on CST)	52.25% = F	47.03% = G = F-(F*.1)	42.32% = H = G-(G*.1)	38.09% = I = H-(H*.1)	34.28% = J = I-(I*.1)
English Language Arts (Percentage of students at/above proficient.)	40.30% = K	46.27% = L = (100-K)*.1+K	51.64% = M = (100-L)*.1+L	56.48% = N = (100-M)*.1+M	60.83% = O = (100-N)*.1+N
English Language Arts (Percentage of students below proficient.)	59.70% = P	53.73% = Q = P-(P*.1)	48.36% = R = Q-(Q*.1)	43.52% = S = R-(R*.1)	39.17% = T = S-(S*.1)

1055

1056 **Annual Measurable Outcomes:**

1057

1058 The following tables reflect our current assessment data and projected  
 1059 goals regarding the school's 5 Measurable Outcomes and are subject to  
 1060 revisions according to revised versions of NCLB federal guidelines.

1061

1062 **Measurable Student Outcome - Mathematics:** The school will  
 1063 annually reduce by 10% the number of students performing below  
 1064 proficiency level as measured by the CA state Math  
 1065 content/performance standards.

1066

1067 **Historical Data:**

1068 First year of operation was 2006-07. The following chart shows the schools performance relative to this  
 1069 measure for years in which data has been collected.

	2005-06	2006-07	2007-08	2008-09	2009-10
Students Tested	0	92	98	162	TBD
% Students Scoring At /Above Proficient in Math on CST	0	15%	48%	35%	TBD Target: 41.5%
% of Students Scoring Below Proficient in Math on CST	0	85%	52%	65%	TBD Target: 58.5%

1070

1071 **5 Year Goals:**

1072 The following table shows the percent of students projected to be at or above and below  
 1073 proficient in Mathematics as measured by the CST. These targets ensure the school meets  
 1074 AYP by annually reducing by 10% the number of students scoring below proficient.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Students Tested	TBD	TBD	TBD	TBD	TBD
Math (% of students scoring at or above proficient on CST.)	47.75% = A	52.97% = B = $(100-A)*.1+A$	57.68% = C = $(100-B)*.1+B$	61.91% = D = $(100-C)*.1+C$	65.72% = E = $(100-D)*.1+D$
Math (% of students scoring below proficient on CST)	52.25% = F	47.03% = G = $F*(F*.1)$	42.32% = H = $G*(G*.1)$	38.09% = I = $H*(H*.1)$	34.28% = J = $I*(I*.1)$

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**Measurable Student Outcome – English-Language Arts:** The school will annually reduce by 10% the number of students performing below proficiency level as measured by the CA state English-Language Arts content/performance standards.

**Historical Data:**

First year of operation was 2006-07. The following chart shows the schools performance relative to this measure for years in which data has been collected.

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Students Tested	0	92	98	162	TBD
% of students scoring at/above proficient in ELA on CST	0	17%	26%	25%	TBD Target: 32.5%
% of students scoring below proficient in ELA on CST	0	50%	61%	52%	TBD

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**5 Year Goals:**

The following table shows the percent of students projected to be at or above and below proficient in English-Language Arts as measured by the CST. These targets ensure the school meets AYP by annually reducing by 10% the number of students scoring below proficient.

	2010-11	2011-12	2012-13	2013-14	2014-15
% of students scoring at/above proficient in ELA on CST	40.30% = A	46.27% = B = $(100-A)*.1+A$	51.64% = C = $(100-B)*.1+B$	56.48% = D = $(100-C)*.1+C$	55.29% = E = $(100-D)*.1+D$
% of students scoring below proficient in ELA on CST	59.70% = P	53.73% = Q = $P-(P*.1)$	48.36% = R = $Q-(Q*.1)$	43.52% = S = $R-(R*.1)$	39.17% = T = $S-(S*.1)$

1091  
 1092  
 1093

1093 **Measurable Student Outcome - English Learners:** Annually  
1094 reduce by 10% the percentage of English Language Learner Students  
1095 failing to show growth of at least one language proficiency level  
1096 towards Reclassification per year as measured by the CELDT  
1097 assessment.

1098

1099 The school serves a great deal of newcomers who are unfamiliar with  
1100 the English Language. To ensure student acquisition of English we  
1101 have begun tracking and analyzing CELDT Assessment data.

1102

1103 CELDT Assessment results can fall into one of five sequential  
1104 categories,

1105

- 1106 1. Beginning
- 1107 2. Early Intermediate
- 1108 3. Intermediate
- 1109 4. Early Advanced
- 1110 5. Advanced.

1111

1112 Goal: Ensure students are achieving consistent growth towards CELDT  
1113 Advanced Language Proficiency Level and eventual ELL  
1114 reclassification.

1115

1116 Measure: Reduce percentage of students achieving less than one  
1117 growth level per year by 10% annually.

1118

1119 Measure Assessment Process: A database of student CELDT scores is  
1120 kept, current and previous years student categorizations are compared.  
1121 Students that make no or negative progress towards Advanced  
1122 categorization from the previous years categorization are assigned to  
1123 the "<1 group". Students that progress towards Advanced by one or  
1124 more categorizations from the previous year are assigned to the "=>1  
1125 group". The sum of individual students assigned to <1 group is divided  
1126 by the sum of "<1 group" and "=>1 group" to determine the percentage  
1127 of students who have seen no proficiency level growth towards  
1128 Advanced. The sum of individual students assigned to "=>1 group" is  
1129 divided by the sum of "<1 group" and "=>1 group" to determine the  
1130 percentage of students who have seen one or more proficiency level  
1131 growth towards Reclassification.

1132

1133 5 Year Goals:

Proficiency Growth Level (Measured by CELDT Assessment)	2009-2010 (Baseline Year)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2014
Equal to or Greater than 1 growth level	58% =A	62.2% = B = (100- A)*.1+A	65.98% = C = (100- B)*.1+B	69.38% = D = (100- C)*.1+C	72.44% = E = (100- D)*.1+D	75.19% = F = (100- E)*.1+E
Less than 1 growth level	42% =U	37.8% = V = U-(.1*U)	34.02% = W = V-(.1*V)	30.62% = X = W-(.1*W)	27.56% = Y = X-(.1*X)	24.81% = Z = Y-(.1*Y)

1134

1134 **Measurable Student Outcome - Science:** The school will annually  
 1135 reduce by 10% the number of students performing below proficiency  
 1136 level as measured by the CA state Science content/performance  
 1137 standards and curricular based pre and post assessments.  
 1138

1139 **Historical Data:**

1140 This table is based on CST data for grades 5 & 8. The School is selecting a curriculum based  
 1141 assessment tool to measure all other grade levels, data from this assessment tool will be  
 1142 incorporated into results beginning in the 2010-11 school year. 2009-10 target is calculated  
 1143 by reducing students scoring below proficient by 10% from previous year.

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Students Tested	0	18 (Grades 5 & 8)	13	40	TBD
% of students scoring at/above proficient in Science on CST	0	0%	31%	12%	TBD Target = 21.8%
% of students scoring below proficient in Science on CST	0	100%	69%	88%	TBD Target = 78.2%

1144

1145 **5 Year Goals:**

1146 This table is based on annually reducing by 10% the number of students in grades 5 & 8  
 1147 below proficient from the target 2009-10 CST Science results.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
% Students scoring at or above proficiency on CST	28.72% =A	35.84% = B = (100-A)*.1+A	42.25% = C = (100-B)*.1+B	48.02% = D = (100-C)*.1+C	53.21% = E = (100-D)*.1+D
% Students scoring below proficiency on CST	71.28% =F	64.16% = G = F-(.1*F)	57.57% = H = G-(.1*G)	51.98 = I = H-(.1*H)	46.79% = J = I-(.1*I)

1148

1149 The School is in the process of selecting a curriculum based assessment tool to measure  
 1150 Science proficiency of students in all grades not tested by the CST assessment. The school  
 1151 intends to collect baseline data in the 2011-12 school year. The following table shows how the  
 1152 school will set achievement goals based on assessment data.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
% of Students scoring Proficient or Above on curriculum based assessment	Assessment Development -Curriculum -Professional Development -Assessment	Baseline Data = X	$(100-X)*.1+X=Y$	$(100-Y)*.1+Y=Z$	$(100-Z)*.1+Z=A$

	-Infrastructure				
% of Students scoring Below Proficient on curriculum based assessment		Baseline Data = B	$B-(.1*B)=C$	$C-(.1*C)=D$	$D-(.1*D)=E$

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1162

**Measurable Student Outcome - Physical Education:** The School will annually reduce by 10% the number of students not showing growth towards physical fitness as measured by the FitnessGram assessment administered at the 5<sup>th</sup> and 7<sup>th</sup> grade level and a curriculum based assessment tool administered at all other grades.

**Historical Data:**

This table is based on FitnessGram data for grades 5 & 7. Target for 2009-10 school year is based on reducing the number of students meeting less than 5/6 criteria by 10%.

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Students Tested	0	17	27	48	TBD
% Students Meeting at least 5/6 criteria	0	35%	55%	62%	TBD Target = 65.8%
% Students Meeting less than 5/6 criteria	0	65%	45%	38%	TBD Target = 34.2%
Assessments /Frequency	Yearly in grades 5& 7				

1163

1164

1165

1166

1167

**5 Year Goals:**

This table is based on annually reducing by 10% the number of students in grades 5 and 7 meeting less than 5 of 6 criteria from the 2009-10 FitnessGram target results.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
% Students Meeting at least 5/6 criteria	69.22% =A	72.30% = B = (100-A)*.1+A	75.07% = C = (100-B)*.1+B	77.56% = D = (100-E)*.1+E	79.80% = E = (100-D)*.1+D
% Students Meeting less than 5/6 criteria	30.78% =F	27.7% = G = F-(.1*F)	24.93% = H = G-(.1*G)	22.44% = I = H-(.1*H)	20.2% = J = I-(.1*I)

1168

1169

1170

The School is in the process of selecting a curriculum based assessment tool to measure the physical fitness of students in all grades not tested by the FitnessGram assessment. The

1171 school intends to collect baseline data in the 2011-12 school year. The following table shows  
 1172 how the school will set achievement goals based on assessment data.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
% of Students Physically Fit	Assessment Development -Curriculum -Professional Development -Assessment -Infrastructure	Baseline Data = X	$(100-X)*.1+X=Y$	$(100-Y)*.1+Y=Z$	$(100-Z)*.1+Z=A$
% of Students Below Physically Fit		Baseline Data = B	$B-(.1*B)=C$	$C-(.1*C)=D$	$D-(.1*D)=E$

1173

1174 **Measurable Student Outcome - Computer/Technical skills:** The  
 1175 School will annually reduce by 10% the number of students not  
 1176 showing growth toward acquiring computer skills required in the 21<sup>st</sup>  
 1177 century workplace as defined by the National Educational Technology  
 1178 Standards for Students (NETS) and measured by a curriculum based  
 1179 assessment.

1180

1181 The school is currently placing infrastructure to ensure this outcome  
 1182 can be achieved. The school has a computer lab in place and will  
 1183 implement a widely recognized student assessment tool (e.g. IC3: NETS  
 1184 Aligned Assessment) selected by the end of the 2010-2011 school year.  
 1185 The School will establish testing benchmarks in this area during the  
 1186 2011-2012 school year. The Schools goal is to reduce the number of  
 1187 students scoring below proficient (or equivalent categorization) by ten  
 1188 percent each year.

1189

1190 **5 Year Goals**

1191 The following table outlines the methodology for determining if the school is meeting its  
 1192 measurable student outcome.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
% of Students Proficient or Above	Program Development -Curriculum -Professional Development -Assessment -Infrastructure	Baseline Data = X	$(100-X)*.1+X=Y$	$(100-Y)*.1+Y=Z$	$(100-Z)*.1+Z=A$
% of Students		Baseline Data	$B-(.1*B)=C$	$C-(.1*C)=D$	$D-(.1*D)=E$

Below Proficient		= B			
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1193

1193  
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1195  
1196

1196 Element Three (C) – Method of Measuring of Pupil Progress

1197

1198 Iftin Charter School complies with all state assessment and  
1199 accountability requirements applicable to charter schools. The School  
1200 certifies that its pupils have participated in the state-testing program  
1201 in the same manner as other District students.

1202

1203 Iftin Charter School employs a variety of mechanisms to regularly  
1204 measure progress towards goals, outcomes, and achievement  
1205 standards.

1206

1207 First, Iftin relies upon its teachers to continually monitor student  
1208 progress, implement regular formative assessments, and check for  
1209 understanding in their classrooms in order to provide real-time data on  
1210 student performance. Teachers also develop formative assessments  
1211 that measure student performance on standards related to their  
1212 content areas and use this information to influence their instruction.

1213

1214 Secondly, Iftin Charter School utilizes a standards management  
1215 system, to perform initial and regular formative assessments of all  
1216 students' mastery of State Standards. Students are normally assessed  
1217 weekly and every six weeks for formative and summative performance  
1218 on content-related standards. Further, common local assessments are  
1219 developed to measure student progress. The results of these  
1220 assessments drive instruction, intervention groups, professional  
1221 development and programmatic decisions. Teachers are able to see  
1222 which standards have and have not been mastered by their students.  
1223 They then modify the curricula and their instruction in order to reteach  
1224 these deficient standards and assist students in mastering all the  
1225 standards. Additionally, the standards management software results  
1226 allow teachers to target instruction to particular students who are not  
1227 successfully meeting standards. Plus, the common assessments allow  
1228 teachers to collaborate, compare results, and share effective practices.  
1229 Moreover, the data generated from these common assessments provides  
1230 the Principal with real-time data on overall school, classroom,  
1231 individual teacher, and individual student progress towards our stated  
1232 goals and outcomes.

1233

1234 Students receive standards based report cards to fully communicate  
1235 what students are expected to know and be able to do as set forth by  
1236 the California State Standards. The Standards-Based Report Card

1237 measures how well an individual student is doing in relation to grade  
1238 level standards. This gives teachers and the Principal a clearer  
1239 understanding of what the child should know and be able to do at each  
1240 grade level and allow for a more systematic monitoring of student  
1241 performance across the school. It similarly informs parents as they play  
1242 their part in their student's education.

1243

1244 Beyond traditional assessments, Iftin utilizes a collection of non-  
1245 traditional assessment measures. All students develop a portfolio of  
1246 student information, work samples, evaluations, and reflections on  
1247 learning. Portfolios are used to measure student progress toward and  
1248 mastery of state-wide standards using school-wide rubrics. Projects  
1249 represent the culmination of skills and knowledge acquired in a given  
1250 investigation. These may include written or oral presentations or other  
1251 multi-media displays. Teachers also collect and share samples of  
1252 student work to assess learning between classes and establish  
1253 benchmarks and common rubrics. Information from all of these  
1254 different assessment measures is to be analyzed in terms of how the  
1255 school is supporting student achievement.

1256

1257 Standardized test results also provide a valuable source of information  
1258 on how the school is doing in terms of meeting its goals for student  
1259 achievement. Iftin Charter School complies with all state assessment  
1260 and accountability requirements applicable to charter schools. Iftin  
1261 certifies that its pupils have participated in the state-testing program  
1262 in the same manner as other District students. Specifically, we will  
1263 utilize achievement data from the California Standards Tests (CSTs),  
1264 the Statewide Testing and Reporting (STAR) program and the  
1265 California English Language Development Test (CELDT). Iftin Charter  
1266 School aims to achieve scores on the Academic Performance Index  
1267 ("API") above those targeted by the State and No Child Left Behind  
1268 (federal) Adequate Yearly Progress ("AYP") and above those API scores  
1269 of District schools that Iftin Charter School has similar demographics  
1270 and compares itself to (i.e. Marshall, Oak Park). In terms of the  
1271 School's instructional program, standardized test scores serve as an  
1272 indicator of the School's commitment to improvement in academic  
1273 achievement.

1274

1275

1276

1277

Assessment Tool	When Administered	Purpose for Administering	Target Outcomes
California Standards Tests (CSTs) (STAR) *ELA, math, science, history-social science	Grades 2-8, once per year	State mandated for state and federal accountability	Students work towards achieving Proficiency level on each subject assessment.
California English Language Development Test (CELDT)	Grades K-8, once per year	State mandated, English Language Proficiency Level	Students continue to make improvements year to year.
Measure of Academic Progress (MAPS) Benchmarks *Reading, Math and	Grades K-8, three times per year.	Standards aligned formative and summative evaluation of student learning; differentiation and intervention	Students meet individualized goals as outlined by teachers and students.
Teacher-made Assessments	End of curriculum Units	Curriculum aligned evaluation of student learning.	Measures progress related to curriculum.

1278

1279 Finally, Iftin Charter School utilizes a variety of school, district, and  
 1280 state data sources to measure its performance. Iftin Charter School  
 1281 surveys parents, students, and teachers on an annual basis in order to  
 1282 measure the level of satisfaction and the quality of the School's culture.  
 1283 Iftin aims to have higher student, parent, and teacher attendance rates  
 1284 than similar District schools. This measures student, family, and  
 1285 teacher commitment to, and involvement in, Iftin's instructional  
 1286 program. Iftin also actively collects and monitors data on student  
 1287 discipline, tardiness, dropouts, parental involvement, and other  
 1288 measures so as to examine school performance from multiple  
 1289 perspectives.

1290

1291 The School makes available a transcript for each student in order to  
 1292 ease transfer of credits to other schools and to better communicate with  
 1293 parents. In addition, the school provides copies of the annual School

1294 Accountability Report Cards to parents, community members and  
1295 students upon request.

1296

1297 Iftin Charter School uses a student information system for managing  
1298 student attendance. It shall make these records available for audit and  
1299 inspection.

1300

1301 Iftin Charter School complies with the performance expectations and  
1302 provisions of the state and federal accountability systems including the  
1303 provisions of the No Child Left Behind Act of 2001 ("NCLB").

1304

1305

1306 **Element Four (D) - Governance**

1307

1308 **Corporate Structure**

1309

1310 See Attachments A

1311

1312 Iftin Charter School operates as a subdivision of Iftin Charter School,  
1313 Inc. Iftin Charter School, Inc. is a duly constituted California non-  
1314 profit public benefit 501(c)3 corporation, governed in accordance with  
1315 applicable California Corporations Code Sections, and established to  
1316 operate charter schools. As provided for in the California Corporations  
1317 Code, Iftin Charter School, Inc. is governed by its corporate Board of  
1318 Trustees ("Board"), whose members have a legal fiduciary  
1319 responsibility for the well-being of the school. See attached Board  
1320 Members resumes. The Corporation is to be managed by its Executive  
1321 Director, with duties and responsibilities as delegated by the Board.  
1322 The Principal of the Iftin Charter School reports to the Executive  
1323 Director. Faculty and staff of Iftin Charter School report to the  
1324 Principal.

1325

1326 The Board will have at least five members. Board members have been  
1327 selected to represent parents, the community-at-large, the business  
1328 community and educators. All future board members will be selected -  
1329 with skills and experience to match their board responsibilities - by a  
1330 majority vote of the then current board.

1331

1332 Board members receive regular training on their statutory  
1333 responsibilities. This training is presented by the School's legal counsel.  
1334 Additionally, the board meets at least annually to discuss its

1335 performance and review its role and responsibilities. The board is also  
1336 seeking additional professional growth opportunities in conjunction  
1337 with other charter schools in the San Diego area.

1338

1339 Iftin Charter School agrees to be bound by the laws applicable to its  
1340 Board, including a conflict of interest code compliant with the Fair  
1341 Political Practices Commission (FPPC) including the filing of financial  
1342 disclosure forms (FPPC Form 700), and comply with applicable open  
1343 meeting or other public records laws, e.g. the Brown act.

1344

1345 The Authorizer shall be entitled to a representative on the Iftin  
1346 Charter School, Inc. non-profit corporation Board of Trustees.

1347

1348 The Iftin Charter School, Inc. Board of Trustees, in concert with its  
1349 corporate Executive Director, is responsible for the faithful execution of  
1350 this charter including:

1351

- 1352 • Hiring and evaluating the Principal of the School (who may bear  
1353 the title of Principal, Director, Chief Education Officer or  
1354 Instructional Leader as deemed appropriate by the Board).
- 1355 • Approving and monitoring the implementation of general policies  
1356 of the School. These will include effective human resource policies  
1357 for career growth and compensation of the staff. See Element  
1358 One.
- 1359 • Developing and monitoring an operational business plan that  
1360 focuses on student achievement. See Business Plan.
- 1361 • Approving and monitoring the School's annual budget.
- 1362 • Contracting an external auditor to produce an annual financial  
1363 audit according to generally accepted accounting practices and  
1364 certifying the audit prior to submission to the Authorizer. See  
1365 Element Nine.
- 1366 • Contracting with an educational management organization, if  
1367 deemed appropriate.
- 1368 • Regularly measuring progress of both student and staff  
1369 performance. See Element Two.
- 1370 • Involving parents and the community in the support of the  
1371 School's programs. See next section.
- 1372 • Executing all other responsibilities provided for in the California  
1373 Corporations Code, including amendment of the corporation's  
1374 Bylaws, and amending this charter as necessary to ensure the  
1375 proper operation of the school.

1376

1377 **Parent and Community Involvement**

1378

1379 Iftin Charter School engages parents, teachers and community leaders,  
1380 meeting on a periodic basis, to advise Iftin Charter School on the  
1381 operations of the School program, staff, teachers, students and  
1382 fundraising, all with the purpose of increasing student achievement.  
1383 Iftin Charter School holds at least four Parent Meetings annually, in  
1384 addition to an annual Parent Workshop where parents and students  
1385 use projects to learn together.

1386

1387 Parents may be engaged by volunteer membership in the Iftin School  
1388 Site Council, similar to a traditional School Site Council. The Principal  
1389 chairs this group and insures through appropriate nominations voted  
1390 on by then current Iftin School Site Council members that the Council  
1391 continues to fairly represent all stakeholders. The Council advises the  
1392 Principal on School issues it deems important. From this group the  
1393 Principal establishes a more active set of stakeholders to form the  
1394 Parent Volunteer Corps.

1395

1396 All parents may remain engaged through oral and written  
1397 communication, daytime coffees, web-site, home visits, participation in  
1398 school events, fundraising and work project opportunities.  
1399 Additionally, parents are represented on Title I and ELAC committees.

1400

1401 At least one parent will be on the Iftin Charter School, Inc. Board of  
1402 Trustees.

1403

1404 **Board Members, Key Staff and Consultants**

1405

1406 The Iftin Charter School, Inc. Board Trustees bring a wide array of  
1407 expertise that has founded, shaped and sustained the Iftin Charter  
1408 school program. These individuals understand the mission of the  
1409 school and are fully committed to it. Under the direction of the Board,  
1410 the school rose in API from 575 to 638, met Federal AYP benchmarks,  
1411 had carryover fund balance in excess of \$700K, created a culture of  
1412 high expectations and personalization for students from immigrant and  
1413 refugee backgrounds, and became the epicenter for hope and  
1414 transformation, particularly in the Somali community of San Diego.  
1415 Iftin believes its success is clear evidence that collectively the  
1416 governing board, key staff, and consultants possess the necessary

1417 background critical to charter school success serving the target  
1418 population in particular but the other segments of the overall District  
1419 population as well.

1420

1421 The following provides a synopsis of key figures and their individual  
1422 backgrounds. As board seats become vacant new board members will  
1423 be selected based on the skills and experience the School requires to  
1424 fulfill its educational and charitable purpose. Board member selection  
1425 practices are non-sectarian and do not discriminate against any  
1426 potential board member on the basis of ethnicity, national origin,  
1427 gender or disability.

1428

#### 1429 **Board Members**

1430

1431 **Bashir Hassan** – Iftin parent, and one of the cofounders of Masjid Al-  
1432 Ansar, the formal hub of Somalis living in San Diego. He is a  
1433 Cardiovascular technologist who received certification and training  
1434 from Grossmont College. Bashir is the father of nine children.

1435

1436 **Isadin Hussein** – Iftin Parent, has a Bachelors Degree in Business  
1437 Administration from the University of Phoenix. He is currently  
1438 working as a human services specialist at the San Diego County Health  
1439 and Human Services Agency. He has more than five years experience  
1440 tutoring local K-12 children. Isadin is a co-owner of a local 99 Cent  
1441 Store.

1442

1443 **Mahamed Mohamud** – Iftin parent, has a Bachelors Degree in Arts.  
1444 He is an elder for Masjid Al-Ansar in San Diego. He is a community  
1445 leader, and mentor to many Somali families in the area. He is the  
1446 father of six children.

1447

1448 **Hassan Hassan** – Community member, has a Bachelors Degree in  
1449 Computer Science from San Diego State University. He has been an  
1450 active community volunteer and tutor to local children for over a  
1451 decade.

1452

1453 **Mohamed Jama** – Community member, has a Ph.D. in Plant  
1454 Pathology from the Russian Friendship University in Moscow. He is  
1455 currently employed as a Pest Specialist at the San Diego County  
1456 Department of Agricultural Weights and Measures. He has been an  
1457 active community leader and volunteer.

1458

1459 Jamie Esposita – Iftin teacher, has a Bachelors Degree in Diversified  
1460 Liberal Arts from the University of San Diego. She has been the lead  
1461 teacher for grades K-3 at Iftin Charter School for the past three years.  
1462 She has been serving local communities and teaching children for the  
1463 past six years.

1464

1465 **Staff**

1466

1467 Abdul Mohammed - served as the Executive Director of Iftin Charter  
1468 School, Inc. from its inception. He now serves as the Executive Director  
1469 of Iftin Charter School He has a Bachelors Degree in Business  
1470 Administration and has completed all coursework for the National  
1471 University Masters in Education Program. He has a solid background  
1472 in business administration, community service and the running of Iftin  
1473 Charter School.

1474

1475

1476 **Consultants**

1477

1478 Sandra Martinez - currently serves as the Educational Leader at Iftin  
1479 Charter School. She has a Masters in Education and a Juris Doctorate  
1480 in Law as well as holding an Administrative Credential. She is a life  
1481 long educator with a long history of successful work with typically  
1482 underserved populations with an emphasis on English language  
1483 learners. Ms. Marinez serves as the Iftin Charter School Instructional  
1484 Leader.

1485

1486 Sandro Lanni, Consultant i. brings expert technical assistance in  
1487 business management and finance. He is currently the CEO of the  
1488 Charter School Management Corporation, handling the back office  
1489 business services for over 60 California charter schools, including Iftin  
1490 Charter School and Iftin High School.

1491

1492 Greg Moser, Esq. is a senior partner, specializing in charter schools, at  
1493 the national law firm of Procopio, Cory, Hargeaves & Savitch LLP. Mr.  
1494 Moser has been retained to provide legal, business management, and  
1495 corporate governance counsel.

1496

1497 David Wilson, Consultant Mr. Wilson provides expert technical  
1498 assistance in organizational development. He has supplied consulting

1499 services and support to a number of San Diego charter schools in  
1500 development and operations.

1501

1502

1503 **Element Five (E) – Employee Qualifications**

1504

1505 The qualifications to be met by individuals to be employed by the school  
1506 are discussed below under Teachers, Instructional Support Staff, Non-  
1507 instructional Support Staff and Principal. An individual may fill any  
1508 combination of these roles, or these positions may be filled through  
1509 delegating the responsibilities of that position to any number of  
1510 qualified individuals.

1511

1512 In all cases the School seeks individuals who share the passion-for-  
1513 school-mission in addition to job specific talents. Further, within the  
1514 provisions of the law, applicable Education Code and NCLB, Iftin  
1515 Charter School reserves the right to recruit, interview and hire anyone  
1516 at anytime who has the best qualifications to fill any of its position  
1517 vacancies.

1518

1519 Evaluations of all faculty and staff members are completed by the  
1520 School Principal using objective measurements and instruments  
1521 against established criteria before May 15 each year at which time  
1522 employees may be offered a contract to work at the School for the next  
1523 year.

1524

1525 **Teachers**

1526 To the extent required by law, teachers in the School are required to  
1527 hold a Commission of Teacher Credentialing certificate, permit, or  
1528 other document equivalent to that which a teacher in other public  
1529 schools would be required to hold. As provided by law, the School may  
1530 exercise flexibility with regard to those teaching non-core, non-college  
1531 preparatory course. All requirements for employment set forth in  
1532 applicable provisions of law will be met, including but not limited to  
1533 credentials as necessary.

1534

1535 Iftin Charter School complies with the “Highly Qualified” provisions of  
1536 NCLB. Teachers meet the requirements of NCLB for any core academic  
1537 subject.

1538

1539 A teacher may supervise another teacher when mutually agreed to by  
1540 the teachers and Iftin Charter School.

1541

1542 Iftin Charter School seeks particularly well qualified teachers that also  
1543 demonstrate high interest, aptitude, credential or background in  
1544 Science, Physical Education, Computers and the Visual and Performing  
1545 Arts in addition to other core areas.

1546

1547 In addition to job specific excellence as determined by resume,  
1548 interview and personal references the qualifications of an instructional  
1549 support individual must include sharing the passion-for-school-mission.

1550

1551 Iftin Charter School avails itself of any and all credentialing methods  
1552 approved by the State of California, as needed. This includes the  
1553 development of or participation in a charter intern and/or induction  
1554 program consistent with standards established by the California  
1555 Commission on Teacher Credentialing.

1556

1557 Through parent communications, Professional Learning Community  
1558 and Learning Team participation, school records and specific Principal  
1559 observations, Iftin Charter School evaluates teachers based on  
1560 Attitude, Attendance, "Above and Beyond" as well as on measured  
1561 student progress.

1562

1563 Also within the provisions of law, the School reserves the right to  
1564 evaluate the expertise of each teacher and accordingly assign a teacher  
1565 classrooms, curriculum subjects or mentoring assignments as it deems  
1566 in the best interest of students so long as the provisions of NCLB are  
1567 followed.

1568

1569 Iftin Charter School maintains a current copy of teacher certificates on  
1570 file and regularly reviews these records to ensure all teachers maintain  
1571 compliance with NCLB Highly Qualified Teacher Requirements.

1572

### 1573 **Instructional Support Staff**

1574 Iftin Charter School may employ paraprofessionals, qualified and  
1575 properly vetted adults to assist credentialed teachers in student  
1576 instruction as well as qualified and properly vetted volunteers.

1577

1578 In addition to job specific excellence as determined by resume,  
1579 interview and personal references the qualifications of an instructional  
1580 support individual must include sharing the passion-for-school-mission.

1581

1582 All paraprofessionals comply with the Highly Qualified provisions of  
1583 NCLB pursuant to section 1119(c)-(e) of the NCLB.

1584

1585 The Principal manages and supervises all instructional support  
1586 employees and volunteers within reasonable Board approved guidelines  
1587 and with the concurrence of the corporate Executive Director. These  
1588 individuals are evaluated and retained in a manner similar to teachers  
1589 except volunteers who serve at the complete discretion of the Principal.

1590

#### 1591 **Non-instructional Support Staff**

1592 Secretaries, clerks, maintenance and other non-instructional support  
1593 employees are selected and evaluated in the same manner as  
1594 instructional support staff; i.e., as teachers, except for volunteers who  
1595 serve at the complete discretion of the Principal.

1596

1597 The Principal manages and supervises all non-instructional support in  
1598 the same manner as instructional support employees.

1599

#### 1600 **Principal**

1601 The Principal, or any other administrator (including potential Vice  
1602 Principals) at Iftin Charter School, must have leadership abilities and a  
1603 comprehensive educational vision that is consistent with the School's  
1604 mission and educational program. The Principal should possess skills  
1605 in hiring and supervising and motivating excellent teachers, as well as  
1606 technological and data-analysis experience, and if possible, business  
1607 experience. This individual must relate at the human level positively to  
1608 the others in the Iftin education community.

1609

1610 The Executive Director will recruit, select, annually evaluate and  
1611 compensate the Principal in concert with the Board. Student progress  
1612 will stand as the primary evaluation criteria. See Element Three for  
1613 the multiple measures of progress. Other measures will include fiscal  
1614 soundness, parent involvement, staff development (enhanced teaching,  
1615 not courses taken), and school reputation, e.g., media coverage and as-  
1616 heard-on-the-street.

1617

1618 The Principal will develop a staff development plan for each school year  
1619 which is data driven, consistent with measurable student goals,  
1620 enhances the California framework/content standards, strives to meet  
1621 API, AYP targets, and enhances the cultural mission of Iftin Charter  
1622 School.

1623

1624 Iftin Charter School will not discriminate against any applicant or  
1625 employee on the basis of race, creed, color, national origin, age, gender,  
1626 disability, sexual orientation, or other basis prohibited by law.

1627

#### 1628 **Executive Director**

1629

1630 The Executive Director is hired and evaluated directly by the Board.  
1631 The Executive Director performs a wide range of duties as delegated by  
1632 the Board. The Executive Director is tasked with the overall  
1633 management of the Iftin Charter School. This position is responsible  
1634 for regulatory compliance, provisioning legal support, interfacing with  
1635 outside agencies, hiring and evaluation of instructional leaders and  
1636 principals. The qualifications necessary for this position include  
1637 relevant business, community, leadership and school management  
1638 experience.

1639

1640

#### 1641 **Element Six (F) – Health and Safety Procedures**

1642

1643 Iftin Charter School complies with all applicable safety laws.

1644

1645 Iftin Charter School requires all applicants for employment, even those  
1646 certificated employees that have a valid teaching credential, to submit  
1647 fingerprints to the California Department of Justice for the purpose of  
1648 obtaining a criminal record summary in pursuance of Education Code  
1649 sections 44237 and 44830.1. The School requires that each employee  
1650 and appropriate contractors of the School furnish the School with a  
1651 criminal record summary as described in Section 44237 of the  
1652 Education Code. The School Principle is the contact person and  
1653 responsible for Department of Justice reports.

1654

1655 Iftin Charter School will develop further health, safety, and risk  
1656 management policies in consultation with its insurance carriers and  
1657 risk management experts. It will include these, as appropriate, in the

1658 student/parent handbook and the teacher/staff handbook. See Element  
1659 Ten  
1660  
1661 Iftin Charter School conducts initial and on-going tuberculosis  
1662 screenings of employee candidates as well as screenings of all adults  
1663 assigned to classrooms on an on-going unsupervised basis, all as  
1664 required by law. Iftin Charter School provides health screening of  
1665 pupils' vision and hearing and the screening of pupils for scoliosis to  
1666 the same extent as would be required if the pupils attended a  
1667 traditional Public School.  
1668  
1669 Iftin Charter School ensures required staff receive child abuse reporter  
1670 training and complete appropriate certifications and affirmations.  
1671  
1672 Iftin Charter School requires immunization of students as a condition  
1673 of school attendance to the same extent as would apply if students  
1674 attended a non-charter public school.  
1675  
1676 Iftin Charter School, at its own cost and expense, is responsible for  
1677 obtaining appropriate permits prior to occupancy from the local public  
1678 entity with jurisdiction over the issuance of such permits, including  
1679 building permits, occupancy permits, fire/life safety inspections and  
1680 conditional use permits, all as may be required to ensure a safe school  
1681 and facilities for staff and students.  
1682  
1683 The School may request facilities from the District under the provisions  
1684 of Proposition 39. The District has already granted such permission to  
1685 the K-8 Iftin Charter School and more space is available. The School is  
1686 also willing to work an arrangement with the District outside of  
1687 Proposition 39.  
1688  
1689 If District facilities are not made available we will look to the private  
1690 market. Local real estate leases monthly in the range of \$1.25 – \$2.25  
1691 per square foot. We estimate that the facility will need to provide at  
1692 least 50 square feet per student. This means we estimate that the cost  
1693 per student per year for facilities will range between \$750 and \$1350  
1694  
1695 Iftin Charter School maintains, on file and ready for inspection, a copy  
1696 of facilities inspections occurring prior to and after its initial occupancy.  
1697

1698 Iftin Charter School maintains safety and disaster plans appropriate to  
1699 its site and ready for inspection.

1700

1701

1702 **Element Seven (G) – Achieving Racial and Ethnic Balance**

1703

1704 Please note that Iftin Charter School has no intention of becoming a  
1705 Somali enclave, the School's splendid roots notwithstanding. All  
1706 stakeholders take immense pride in their American citizenship. They  
1707 rightly consider it a patriotic duty to extend to diverse others the  
1708 opportunities afforded them, that doing so is part and parcel of the  
1709 American way. They intend to play it forward, if you will, not just to  
1710 whites, African Americans and Hispanics, but to the brilliant racial-  
1711 ethnic rainbow inclusive of Vietnamese, Cambodians, Croatians,  
1712 Sudanese, Eritreans and, yes, Djiboutians populating their  
1713 extraordinary neighborhood.

1714

1715 That said, Iftin Charter School does, at a minimum, the following as it  
1716 strives to achieve a racial and ethnic balance of students that reflects  
1717 the general population of the entire school District:

1718

- 1719 • Announce the School's interest in seeking applications in  
1720 publications the District provides for such purposes.
- 1721 • Expend at least 20 hours of staff time annually in community  
1722 and regional outreach efforts, including presence at public  
1723 meetings, to recruit applicants of diverse backgrounds.
- 1724 • Annually prints and uses electronic media, flyers and direct mail  
1725 to recruit applicants of diverse backgrounds.
- 1726 • Uses the Parent Volunteer Corps as an outreach arm of the  
1727 school to recruit others, inviting them to share in the American  
1728 dream.
- 1729 • Has established a paid staff outreach position.

1730

1731

1732 Attachment E details the Schools historical outreach activities and  
1733 partners, we will continue these activities maintain these partnerships  
1734 and develop new outreach opportunities as they arise. The following  
1735 table presents a detailed breakdown of our historical outreach activities  
1736 and the School's budget commitment to expend at least \$3,000.00  
1737 annually to support outreach activities.

1738

Activity	Qty	When	Where	Spent 09-10	Bdgt 10-11	Bdgt 11-12	Bdgt 12-13	Bdgt 13-14
Mass fliers	2000	Jan - June	Local business	\$300	\$300	\$300	\$300	\$300
Brochures hand outs	1500	All year	To the public	\$250	\$250	\$250	\$250	\$250
Website announcements		All year		\$0	\$0	\$0	\$0	\$0
News letter advertisement	2	Apr. - June		\$659	\$659	\$659	\$659	\$659
Public posters	20	Jan. - June	Local business	\$75	\$75	\$75	\$75	\$75
Local news media kpbs	1	Apr. - June		\$675	\$675	\$675	\$675	\$675
Mailing brochures	1000	Sept - June	To the neighborhood	\$700	\$700	\$700	\$700	\$700
Visiting to local faith organizations and community centers	15	All year	Surrounding neighborhood	\$0	\$0	\$0	\$0	\$0
Parent orientations	2	Sept and May	Iftin charter	\$0	\$0	\$0	\$0	\$0
Presentations and participation in community events	varies							
Bumper stickers	150	April		\$165	\$165	\$165	\$165	\$165
Pen, pencils, keys chains w/logo	varies	April		\$176	\$176	\$176	\$176	\$176
				\$3,000	\$3,150	\$3,308	\$3,150	\$3,308

1739

1740 Iftin Charter School establishes an open enrollment period of at least  
1741 60 consecutive days each year within the months of January through  
1742 May. Notice of the open enrollment period, the admissions process, and  
1743 the place of any lottery is included in public literature. This includes  
1744 the appropriate recruitment materials, advertisements and forums  
1745 mentioned above.

1746

1747 Iftin Charter School maintains auditable records of the above activities  
1748 and expenditures. The School also maintains an accurate accounting of  
1749 the ethnic and racial balance of students enrolled in the School.  
1750 Recruitment materials include the following information about  
1751 admission requirements.

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1792

**Element Eight (H) – Admission Requirements**

Iftin Charter School endeavors to accommodate all students who apply for admission. For applicants to qualify for admission:

- The student and a parent or guardian are encouraged together to attend one complete Iftin Charter School orientation session. These sessions are held at convenient times. They detail what the School expects of the student and his or her family as well as what the student and family should expect of the School.
- A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline ending the open enrollment period.
- The student and a parent or guardian must sign a statement that they are familiar with and agree to abide by all policies and procedures set forth in the School's student handbook.

If more students apply and qualify than can be admitted, priority for admissions shall be assigned in the following order:

- Returning or existing students.
- Siblings of returning or existing students.
- Children of faculty and founders of the Iftin Charter School the total of students in this preference is not to exceed ten percent of the total enrollment of the School.
- All other students permitted by law.

All qualified applicants from the open enrollment period become members of the Iftin Charter School's applicant pool. If more people apply for admission than can be admitted a single lottery shall be held for all and only qualified applicants. Applicants will be admitted in the order their names are drawn from a lottery hat. After capacity has been reached for that grade, names shall be placed on a waiting list, again in the order they are drawn from the hat. Sibling applicants shall be drawn individually and then given the same placement on the waiting list in their respective grades as the best or highest ordered one drawn between them.

1793 An adult citizen of good standing, not otherwise employed by Iftin  
1794 Charter School, will testify in writing, under penalty of perjury, that he  
1795 or she personally witnessed each lottery pursuant to the above, and  
1796 that each was random, public and conducted as advertised.

1797

1798 As space becomes available during a school year, Iftin Charter School  
1799 will mail a letter to the applicant with the highest rank on the  
1800 applicable waiting list, return receipt required. The letter will give the  
1801 applicant five full business days from receipt of the letter to notify the  
1802 School Principal or clerk, verbally or in writing, of the applicant's  
1803 intentions. The School will also attempt at least twice to contact by  
1804 phone those applicants with phones. In the absence of an affirmative or  
1805 timely response, the School will eliminate the applicant from the pool  
1806 and proceed to the next eligible applicant. All waiting lists extinguish  
1807 annually at the end of the School's formal academic year, or as  
1808 otherwise determined by the Iftin Charter School Board of Trustees.

1809

1810 Iftin Charter School maintains auditable records of the above activities.

1811

1812 Iftin Charter School is non-sectarian in its programs, admission  
1813 policies, employment practices, and all other operations, the School  
1814 does not charge tuition, and does not discriminate against any pupil on  
1815 the basis of ethnicity, national origin, gender or disability. The School  
1816 certifies that all its admissions procedures, policies and criteria comply  
1817 with non-discrimination statutes and applicable law. The School and its  
1818 parent corporation shall defend, indemnify and hold harmless the  
1819 Authorizer from any and all challenges alleging that the School's  
1820 admission procedures do not comport with applicable laws.

1821

1822

### 1823 **Element Nine (I) – Annual Audits**

1824

1825 Iftin Charter School will facilitate an annual independent audit of its  
1826 financial affairs. The School's Board of Trustees will select an auditor,  
1827 and an audit committee will oversee the audit. The auditor will have  
1828 experience in education finance and will be selected from the Certified  
1829 Public Accountant's Directory published by the State Controller's  
1830 Office. Neither the auditing firm nor its subsidiaries nor any of its/their  
1831 employees shall be employed by the School in any other capacity.

1832

1833 The audit will be conducted in accordance with generally accepted  
1834 accounting principles applicable to the school. The audit will verify the  
1835 accuracy of the school's financial statements, attendance and  
1836 enrollment accounting practices and will review the school's internal  
1837 controls. It will also be conducted according to requirements set forth in  
1838 the Charter Schools Act, Education Code Sections 41020 and 47605  
1839 (m), and the Standards and Procedures for Audits of California K-12  
1840 Local Educational Agencies as published in the California Code of  
1841 Regulations. To the extent required under applicable federal law, the  
1842 audit scope will be expanded to include items and processes specified in  
1843 applicable Office of Management and Budget Circulars.

1844

1845 It is anticipated that the annual audit will be completed four months  
1846 after the close of the fiscal year and that a copy of the auditor's findings  
1847 will be forwarded to the State Board of Education, San Diego County  
1848 Office of Education (SDCOE), the Authorizer, the State Controller, the  
1849 California Department of Education's (CDE) Charter Schools Division  
1850 and CDE's Office of Audit Resolution the by December 15th each year.

1851

1852 The School's Principal, along with the audit committee, will review any  
1853 audit exceptions or deficiencies and report to the SBE/CDE, Authorizer,  
1854 and SDCOE with recommendations on how to resolve them. Any  
1855 disputes regarding the resolution of audit exceptions and deficiencies  
1856 will be treated according to the principles of dispute resolution  
1857 embodied in this charter (below), or if applicable, referred to the  
1858 Education Audit Appeal Panel (EAAP) appeal process (Education Code  
1859 Section 41344).

1860

1861 The independent fiscal audit of Iftin Charter School is a "public record"  
1862 to be provided to the public according to the terms of the Public Records  
1863 Act.

1864

1865 Should the audit note any exceptions or deficiencies, the School will  
1866 follow a procedure whereby the School:

1867

1868 Informs in writing all audit recipients of any exception and/or  
1869 deficiency the School disputes or believes it has already corrected by  
1870 the time of submitting the audit, along with supporting documentation;  
1871 Informs all audit recipients in writing of a proposed timetable with  
1872 benchmarks for the correction of each exception and/or deficiency still  
1873 outstanding at time of audit submission; and resolves all outstanding

1874 or disputed exceptions and/or deficiencies to satisfaction of the  
1875 Authorizer and the School by no later than the following June 30th or  
1876 other time as may be mutually agreed to.

1877

1878

1879 **Element Ten (J) - Student Suspensions and Expulsions**

1880

1881 Iftin Charter School regards suspension and expulsion as a last resort.  
1882 Criteria for suspension and expulsion of students shall not be  
1883 inconsistent with applicable federal statutes and state constitutional  
1884 provisions and state law. All related hearings will conform to the  
1885 applicable state and federal laws regarding discipline, special  
1886 education, confidentiality, access to records, and shall provide due  
1887 process for affected students and parents.

1888

1889 The grounds for suspension and/or expulsion include:

- 1890 • The threat, causation or attempted causation of physical injury to
- 1891 another person, including sexual assault.
- 1892 • Possession of a weapon (e.g., firearms, knives or explosives) or
- 1893 possession of a replica firearm.
- 1894 • Unlawful possession, use, sale, offer or being under the influence
- 1895 of any controlled substance, alcoholic beverage or any intoxicant.
- 1896 • Robbery or attempted theft of School or private property.
- 1897 • Destruction or attempted vandalism of School or private
- 1898 property.
- 1899 • Extortion.
- 1900 • Obscene, racist or offensive acts or habitual profanity or
- 1901 vulgarity.
- 1902 • Bullying, sexual harassment, excessive disruption in class,
- 1903 fighting.
- 1904 • Any act described in Education Code Section 48900.

1905

1906 A student with previously identified exceptional needs or a disability  
1907 may be suspended for not more than ten (10) consecutive school days. A  
1908 special education student may be suspended again in the same school  
1909 year, with each suspension period limited to ten (10) consecutive days  
1910 or less, as long as the suspension does not constitute a change of  
1911 placement. A change of placement occurs if (a) the removal is for more  
1912 than 10 consecutive school days, or (b) the student has been subjected  
1913 to a series of removals that constitute a pattern. A pattern occurs if (a)  
1914 the series of removals total more than 10 school days in a school year;

1915 (b) the student's behavior is substantially similar to the behavior in the  
1916 incidents that resulted in the series of suspensions, taken cumulatively,  
1917 is determined to be a manifestation of the student's disability; and (c)  
1918 because of additional factors such as the length of each removal, the  
1919 total amount of time the student has been removed, and the proximity  
1920 of the removals to one another.

1921  
1922 An individualized educational plan (IEP) team should be convened  
1923 when a special education student's cumulative days of suspension in a  
1924 school year approaches ten (10) school days to determine the  
1925 relationship of the behavior to the disability. The team must consider  
1926 (a) whether the conduct in question was caused by, or had a direct and  
1927 substantial relationship to, the student's disability; or (b) if the  
1928 conduct in question was the direct result of the School's failure to  
1929 implement the IEP. If the team determines the behavior was not  
1930 related to the disability, discipline is applied as with any other student.  
1931 If the team determines the behavior was caused by the disability or was  
1932 the direct result of the School's failure to implement the IEP, a  
1933 Functional Behavioral Assessment must be conducted and a Behavioral  
1934 Intervention Plan must be developed.

1935  
1936 If a special education student is suspended more than once in a school  
1937 year, the total number of days that the student is suspended can be  
1938 more than ten (10) days. However, if the total number of days of  
1939 suspension in a school year is more than ten (10) days, services must be  
1940 provided to enable the child to continue to participate in the general  
1941 curriculum, although in another setting, and to progress toward  
1942 meeting the goals in the IEP. School personnel must consult with at  
1943 least one of the student's teachers to determine the extent to which  
1944 services are needed during the time of removal and ensure that the  
1945 services are provided.

1946  
1947 A student suspension or expulsion may only be applied with the  
1948 approval of the School Principal or his or her designee(s). Iftin Charter  
1949 School will promptly provide the student and parent or guardian with a  
1950 written notice of suspension or expulsion and the reasons therefore and  
1951 provide a description of the due process provided by the School for an  
1952 appeal. A suspension or expulsion may be appealed to a sub-committee  
1953 authorized by the Iftin Charter School, Inc. Board that shall have the  
1954 right to rescind or modify the suspension or expulsion. The parents or  
1955 guardians of the student will have ten days from delivery of the written

1956 notice of suspension or expulsion to declare in writing their request for  
1957 an appeal. The sub-committee shall convene a hearing within fifteen  
1958 days of a receipt of a timely request for an appeal. At the hearing, the  
1959 student shall have the right to representation, the right to present  
1960 evidence and the right to question School representatives. The sub-  
1961 committee members will consider evidence and/or testimony as it  
1962 deems appropriate and render a written decision that shall be in the  
1963 best interests of the student and the School. That decision shall be  
1964 final.

1965

1966 The Principal or designee may suspend a student from school for a  
1967 maximum of five consecutive school days for any single cause listed, but  
1968 not limited to the grounds for suspension listed above in this element of  
1969 the charter school petition.

1970

1971 Iftin Charter School will notify the expelled student's resident school  
1972 district of the expulsion within 30 days of finality.

1973

1974 The student/parent and the faculty/staff handbooks describe and  
1975 discuss the above policies among other issues.

1976

1977

1978 **Element Eleven (K) – STRS, PERS and Other Retirement**  
1979 **Coverage**

1980

1981 Iftin Charter School intends to participate in the State Teachers  
1982 Retirement System ("STRS") (for certificated staff) and/or Public  
1983 Employees Retirement System ("PERS") (for classified staff) for all  
1984 eligible employees and coordinate such participation, as appropriate,  
1985 with the social security system or other reciprocal system.

1986

1987 The Authorizer agrees to include the School's monthly STRS and PERS  
1988 reports with the Authorizer's reports for submission to STRS and  
1989 PERS. Iftin Charter School will provide the data in the Authorizer's  
1990 required format with all required information. Further, the School will  
1991 bear full responsibility for monitoring and reporting membership  
1992 information. The Authorizer will bear no responsibility for any  
1993 reporting errors or omissions. The School agrees to defend and  
1994 indemnify the District from any charter employees' claims related to  
1995 STRS and PERS reporting errors or omission

1996

1997 Iftin Charter School may establish other retirement plans for  
1998 employees that include, but shall not be limited to, establishment of  
1999 section 403(b) or 401(k) plans.

2000

2001

2002 **Element Twelve (L) – Attendance Alternatives**

2003

2004 Iftin Charter School is a school of choice. No student is required to  
2005 attend. Students choosing not to attend Iftin Charter School may  
2006 attend other public schools within their home school district. The  
2007 School provides information about attendance alternatives to inquiring  
2008 parents or students. Transportation is the parental responsibility for  
2009 families who choose to attend Iftin Charter School, unless such  
2010 transportation is provided by the School at its sole discretion.

2011

2012 Iftin Charter School informs each parent or guardian that their student  
2013 has no right to admission in a particular school as a result of  
2014 enrollment in the School, except to the extent the right is extended by  
2015 the local educational agency.

2016

2017

2018 **Element Thirteen (M) – Employee Return Rights**

2019

2020 Iftin Charter School may employ staff, on-loan or permanently, from  
2021 districts other than SDUSD including the San Diego County Office of  
2022 Education.

2023

2024 Any current SDUSD employee who resigns his/her position with  
2025 SDUSD to become an employee of Iftin Charter School shall have any  
2026 rights to return as granted by SDUSD and/or Authorizer organization  
2027 collective bargaining agreement and as provided in California  
2028 Education Code 44931. Iftin Charter School shall have no authority to  
2029 bind SDUSD to re-employing a former employee or allowing a leave of  
2030 absence. All employees of Iftin Charter School are considered the  
2031 exclusive employees of Iftin Charter School and not the Authorizer  
2032 unless otherwise mutually agreed in writing.

2033

2034 Employees of Iftin Charter School may exercise all state given rights to  
2035 collective bargaining.

2036

2037 The School corporation is the employer for collective bargaining  
2038 purposes.

2039

2040

2041 **Element Fourteen (N) – Dispute Resolution with the Authorizer**

2042

2043 Both the Authorizer and Iftin Charter School will always attempt to  
2044 resolve any disputes between them amicably and reasonably without  
2045 resorting to formal procedures. In the event of a dispute between the  
2046 School and the Authorizer regarding the terms of this charter or other  
2047 issue regarding the School's and the Authorizer's relationship, both  
2048 parties agree to apprise the other, in writing, of the specific disputed  
2049 issue(s) and that writing shall include relevant facts. Matters within  
2050 the Board's authority under Education Code section 47607 (c) and/or (d)  
2051 are not subject to this dispute resolution process.

2052

2053 For all other disputes, they shall be specifically noted in the written  
2054 dispute statement the Authorizer provides the Iftin Charter School.  
2055 Within 30 business days, or longer if both parties agree, of sending  
2056 written correspondence, a School representative and an Authorizer  
2057 representative shall meet and confer in an attempt to resolve the  
2058 dispute. If this joint meeting fails to resolve the dispute, a School  
2059 representative and an Authorizer representative shall meet again  
2060 within 10 business days, or longer if both parties agree, to identify a  
2061 neutral, third-party mediator to assist in dispute resolution. The  
2062 format of the third-party aspect of the dispute resolution process shall  
2063 be developed jointly by the representatives and shall incorporate  
2064 informal rules of evidence and procedure unless both parties agree  
2065 otherwise. The finding or recommendation of any mediator shall be  
2066 non-binding, unless the governing boards of the School and Authorizer  
2067 jointly agree to bind themselves. Unless jointly agreed, the process  
2068 involving the assistance of a third-party participant shall conclude  
2069 within 30 business days of identifying the mutually agreed to third-  
2070 party. The School and the Authorizer shall share all mediation costs  
2071 and all other costs associated with dispute resolution equally.

2072

2073 The dispute resolution process permits oral notice, followed  
2074 immediately by written notice and a public hearing as warranted by  
2075 either party.

2076

2077 If the substance of a dispute is a matter that could result in the taking  
2078 of appropriate action, under the terms of Education Code 47607,  
2079 including, but not limited to, revocation of the charter, the matter will  
2080 be addressed at the chartering Authorizer's discretion in accordance  
2081 with that provision of law and any regulations pertaining thereto.

2082

2083 Complaints to the Authorizer relating to the operation of the School  
2084 and not to the terms of this charter or other issue regarding the  
2085 School's and the Authorizer's relationship will be resolved as set forth  
2086 below, Element 21- Internal Dispute Resolution.

2087

2088

2089 **Element Fifteen (O) – Public School Employer**

2090

2091 Iftin Charter School declares that through its corporation it shall be the  
2092 exclusive public school employer of the employees at the School for the  
2093 purposes of the Educational Employment Relations Act (i.e., for  
2094 collective bargaining purposes). Further, the Iftin Charter School shall  
2095 retain the right to establish its own lawful procedures for discipline and  
2096 dismissal.

2097

2098 Iftin Charter School will select all school staff. No employee of SDUSD,  
2099 or any other district, shall be required to work at Iftin Charter School.  
2100 Those selected for employment shall enter into a contractual agreement  
2101 with the School's corporation to make their services available to Iftin  
2102 Charter School. Iftin Charter School shall have the authority to  
2103 terminate the position in accordance with the terms of that agreement.

2104

2105 Employees of Iftin Charter School shall have the right to unionize.  
2106 Employees shall have the option to join, or not to join, an exclusive  
2107 representative of their choice. The fact that an employee chooses to  
2108 become a member of a particular exclusive representative shall not  
2109 make any collective bargaining agreement applicable to the School. The  
2110 School's Board of Trustees must expressly agree, consistent with legal  
2111 requirements for the recognition of exclusive representatives and the  
2112 negotiation of collective bargaining agreements, to be bound by the  
2113 provisions of a collective bargaining agreement in order for its  
2114 provisions to apply to any employee of the School.

2115

2116

2117 **Element Sixteen (P) – School Closure**

2118

2119 Should the School cease operation, the assets of the School shall be first  
2120 prioritized towards paying any debts of the School including any  
2121 overpayment or over apportionment of state funding, and any and all  
2122 fees or sums due to the Authorizer. All other assets will be distributed  
2123 in accord with laws and regulations in force that govern the dissolution  
2124 of non-profit public benefit corporations and charter schools pursuant  
2125 to 5 Cal. Code Regs. §11962. To the extent consistent with applicable  
2126 law, the assets of the corporation shall be distributed to a California  
2127 charter school, as approved by the District, with preference given to a  
2128 charter school operating within the District, or if there are no charter  
2129 schools operating within the state, to the District. The School will  
2130 comply with all portions of EC Section 47605(b)(5)(P) and CCR, Title 5,  
2131 Sections 11962 and 11962.1, including the requirement that there shall  
2132 be “a final audit of the school to determine the disposition of all assets  
2133 and liabilities of the charter school, including plans for disposing of any  
2134 net assets and for the maintenance and transfer of pupil records”. This  
2135 audit will be completed within six months of school closure. Further,  
2136 the School will notify parents, students, the California Department of  
2137 Education, districts affected by the closure, and the San Diego County  
2138 Office of Education. A copy of student records should be given to  
2139 parents or guardians and the original student records should be  
2140 returned to the Authorizer. District property that is transferred to the  
2141 School together with the facilities remains District property, and is not  
2142 an asset of the School, and must be returned to the District when the  
2143 School closes.

2144

2145 **OTHER CHARTER ELEMENTS**

2146

2147 **17. Legal Status and Liability**

2148

2149 Iftin Charter School is operated by a non-profit public benefit  
2150 corporation. As such, the Authorizer shall not be liable for the debts or  
2151 obligations of the School.

2152

2153 The School and its corporation shall hold harmless, defend and  
2154 indemnify the Authorizer, the State Board of Education, the CDE,  
2155 SDCOE and their officers and employees, from every liability, claim or

2156 demand which may be made by reason of: (a) any injury to person or  
2157 property sustained by its officers, employees or authorized volunteers;  
2158 and (b) any injury to person or property sustained by any person, firm  
2159 or corporation caused by any act, neglect, default, or omission of the  
2160 School, its officers, employees, agents, or students. In cases of such  
2161 liabilities, claims or demands, the School at its own expense and risk  
2162 shall defend all legal proceedings which may be brought against it, the  
2163 District, the State Board of Education, and their officers and  
2164 employees, and the School will satisfy and pay any resulting judgments  
2165 or settlements.

2166

2167

2168 Iftin Charter School has purchased General Liability in the amount of  
2169 at least \$5,000,000 per occurrence, \$5,000,000 aggregate, naming the  
2170 Authorizer as an additional insured, Auto Liability in the amount of at  
2171 least \$2,000,000, and Worker's Compensation insurance in the amount  
2172 of at least \$1,000,000. The School reserves the right to purchase and  
2173 maintain insurance with limits and coverage as deemed mutually  
2174 acceptable to the Authorizer's risk manager and the School.

2175

## 2176 **18. Funding**

2177

2178 Iftin Charter School elects to receive funding directly from the State of  
2179 California through the County Treasurer and the County Office of  
2180 Education in accordance with applicable law and the State's block  
2181 grant program for charter schools. The School through its corporation  
2182 acts as its own fiscal agent. The Authorizer agrees it will comply with  
2183 law in its ability to transfer funds from the School's Treasury Account.

2184

2185 While Iftin Charter School does not expect the Authorizer to advance to  
2186 the School future revenues (i.e., smooth out the School's revenue  
2187 stream), nothing in this charter shall prevent the Authorizer from  
2188 electing to do so at the School's request.

2189

2190 The Authorizer agrees to forward the School's full share of local aid to  
2191 the School's account at the County Treasurer each month when due  
2192 and to send separate notice to the School of each deposit amount  
2193 without delay.

2194

## 2195 **19. Authorizer Services**

2196

2197 Iftin Charter School and the Authorizer will negotiate in good faith to  
2198 develop a Memorandum of Understanding ("MOU") separate from this  
2199 charter, one that establishes more specifically the financial and service  
2200 relationship between the two parties. The School's purchase of goods  
2201 and services, if any, from the Authorizer shall not negate the  
2202 operational independence of the School from the Authorizer. Breach of  
2203 the MOU shall not necessarily constitute breach of this charter.

2204  
2205 Iftin Charter School reserves all right to purchase the full menu of  
2206 options provided by the Authorizer including but not limited to services  
2207 for special education, student attendance accounting, testing and food  
2208 service.

2209  
2210 The Authorizer shall charge for the cost of supervisory oversight in  
2211 conformity with Education Code section 47613.

2212

## 2213 **20. Information Exchange**

2214

### 2215 **School and Authorizer – Records, Reports and Visits**

2216

2217 Iftin Charter School agrees that the School will promptly respond to all  
2218 inquiries, and requests for School records, including pupil, business,  
2219 personnel or financial records, from its chartering authority, the  
2220 County Office of Education that has jurisdiction over the School, or  
2221 from the Superintendent of Public Instruction and shall consult with  
2222 the chartering authority, the County Office of Education, or the  
2223 Superintendent of Public Instruction regarding any inquiries  
2224 (Education Code section 47604.3).

2225

2226 The records of the School, and of the Iftin Charter School corporation  
2227 are public records under the California Public Records Act. The School  
2228 will provide the Authorizer with all records as required by law, this  
2229 charter, and the Schools MOU. However, a record differs meaningfully  
2230 from a report that must be newly prepared. If the Authorizer requests a  
2231 special report of the School that is neither an existing record nor a  
2232 record required by applicable law, by this charter or by the School's  
2233 annual MOU with its authorizer, then the Authorizer agrees to pay to  
2234 the School the School's actual cost of producing such a report.

2235

2236 The Authorizer may inspect or observe any part of Iftin Charter School  
2237 at any time. The Authorizer agrees it will not do so unreasonably or by

2238 causing a disruption of student instruction or School operations except  
2239 in the case of an emergency.

2240

2241 Iftin Charter School shall provide the Authorizer reports as required by  
2242 current law:

2243

2244 • CBEDS.

2245 • ADA reports J18/19.

2246 • Budget J210 - preliminary and final.

2247 • A school accountability report card using a state approved  
2248 format.

2249 • Copies of the annual, independent financial audit.

2250

2251 And, as an accommodation to the Authorizer, the School shall further  
2252 supply the Authorizer:

2253

2254 • Reconciliation of the annual audit with the J210.

2255 • Copies of all state mandated test results:

2256 • STAR.

2257 • CELDT.

2258 • SABE/2.

2259

2260 Finally, on or before September 15, the School will approve, in a format  
2261 prescribed by the Superintendent of Public Instruction, an annual  
2262 statement of all receipts and expenditures of the School for the  
2263 preceding fiscal year and will file a copy of that statement with the  
2264 Authorizer.

2265

2266 Changes in these reporting requirements may be incorporated by  
2267 reference into this charter when the Authorizer and the School  
2268 mutually update their MOU (See Funding, Element 19).

2269

2270 The School shall permit the Authorizer to inspect and receive copies of  
2271 all records relating to the operation of the School, including financial,  
2272 personnel and pupil records, unless law prohibits disclosure to the  
2273 Authorizer of any such records. The School shall promptly comply with  
2274 all such reasonable written requests. The records of the charter school  
2275 are public records under the Public Records Act (Government Code  
2276 section 6520 et seq.). Pursuant to Education Code 47607, the  
2277 Authorizer shall have the right to inspect or observe any part of the  
2278 School at any time, upon reasonable notice.

2279

2280 **School and Parents – Transferability of Credits**

2281

2282 Iftin Charter School advertises that course credits are designed to be  
2283 transferable. Full disclosure in the student/parent handbook helps  
2284 ensure parents are informed of this, as do occasional newsletters, flyers  
2285 and recruitment materials. The School's administrative staff works  
2286 with any students transferring to a neighboring public school to ease  
2287 the transferability of credits, if necessary.

2288

2289

2290 **21. Internal Dispute Resolution**

2291

2292 The Iftin Charter School, Inc. Board of Trustees will adopt policies and  
2293 processes for airing and resolving disputes (other than those between  
2294 the Authorizer and Iftin Charter School relating to provisions of this  
2295 charter or the relationship between them, which are covered in  
2296 Element Fourteen (N), above).

2297

2298 The Authorizer agrees to refer all complaints regarding operations of  
2299 Iftin Charter School to the School's Principal for resolution in  
2300 accordance with the School's adopted policies. In the event that the  
2301 School's adopted policies and processes fail to resolve the dispute, the  
2302 Authorizer agrees not to intervene in the dispute without the consent of  
2303 the School unless the matter directly relates to one of the reasons  
2304 specified in law for which a charter may be revoked. Notwithstanding  
2305 the above, the Authorizer shall have the ability to intervene in and  
2306 respond to complaints about the operation of Iftin Charter School as is  
2307 required by law.

2308

2308  
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2347

**22. Mandated Cost Recovery**

The School will be responsible for recovering from the State all eligible mandated costs applicable to the School.

**23. Administrative Services**

Iftin Charter School contracts with Charter School Management Corporation (“CSMC”) for the provision of back office and compliance services for the School. CSMC currently provides back office services for over 30 charter schools throughout California. CSMC has committed to providing dedicated, local San Diego support for the School. A CSMC project manager, with former experience as a charter schools business manager in San Diego County at both the County Office of Education and school level, provides local support. CSMC assists the School with all accounting, fiscal, attendance, audit related, and compliance issues including but not limited to payroll, purchasing, grants, categorical funding, contributions, inventory, employee contributions, and mandated fiscal reports. The School reserves the right to contract with another equally competent vendor for back office services should the need arise.

Iftin Charter School uses templates provided by the Authorizer’s financial operations office to complete required financial records.

Iftin Charter School annually prepares and submits the following reports to the Authorizer and the County Superintendent of the schools as prescribed in Education Code section 47604.33:

- On or before July 1, a preliminary budget, a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of section 47605 satisfies this requirement.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

2348 The School will adhere to the Authorizer's reporting requirement and  
2349 provide the following reports as required by law:

2350

- 2351 • CBEDS (California Basic Educational Data System).
- 2352 • ADA (Average Daily Attendance) Reports J18/19.
- 2353 • SARC (School Accountability Report Card).

2354

2355 The Iftin Charter School Board of Trustees meets routinely to review  
2356 School profit and loss statements, cash flow projections, reports of  
2357 budget to actual results, and balance sheets. It also addresses audit  
2358 deficiencies, if any, formal or informal, and determines the means for  
2359 resolving any such deficiencies in a timely fashion.

2360

#### 2361 **24. Finances**

2362

2363 See accompanying financial projections, Attachment C.

2364

2365 Note that Iftin Charter School, Inc. has demonstrated financial  
2366 stability with a carryover fund balance last fiscal year in excess of  
2367 \$700,000.

2368

2369 The financial projections do not include the Saturday program which  
2370 intends to be self-sustaining through \$3.85 per hour per qualified  
2371 student in Supplemental Instructional Services cost recovery.

2372

#### 2373 **25. Charter Term**

2374

2375 Upon approval of this petition by the District, the term of the Charter  
2376 shall be 5 years.

2377

#### 2378 **26. Charter Revisions**

2379

2380 Material revisions to the charter must be approved by the Authorizer's  
2381 Board of Trustees. However, any proposed revisions to the charter will  
2382 be presented to the Authorizer for a determination as to whether it is a  
2383 material revision that must be approved by the Authorizer Board of  
2384 Trustees. The Authorizer will make its determination and, if required,  
2385 the Authorizer Board of Trustees will consider the revision for approval  
2386 within a time mutually agreed to.

2387

2388 **27. Severability**

2389

2390 The terms of this charter are severable. In the event that any of the  
2391 provisions are determined to be unenforceable or invalid for any reason,  
2392 the remainder of the charter shall remain in effect, unless mutually  
2393 agreed otherwise by the Authorizer and Iftin Charter School. The  
2394 Authorizer and Iftin Charter School agree to meet to discuss and  
2395 resolve any issue or differences relating to invalidated provisions in a  
2396 timely and proactive fashion.

2397

2398 **28. Signatures**

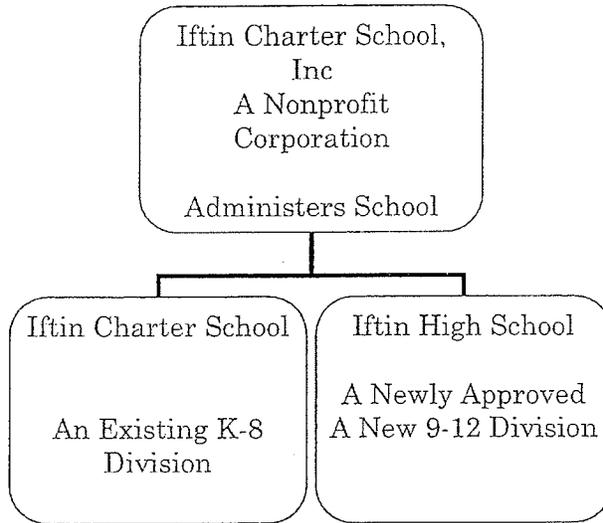
2399

2400 Attached to this proposal are the signatures parents who have a  
2401 meaningful interest in enrolling a student or students at Iftin Charter  
2402 School.

2403

2403  
2404  
2405

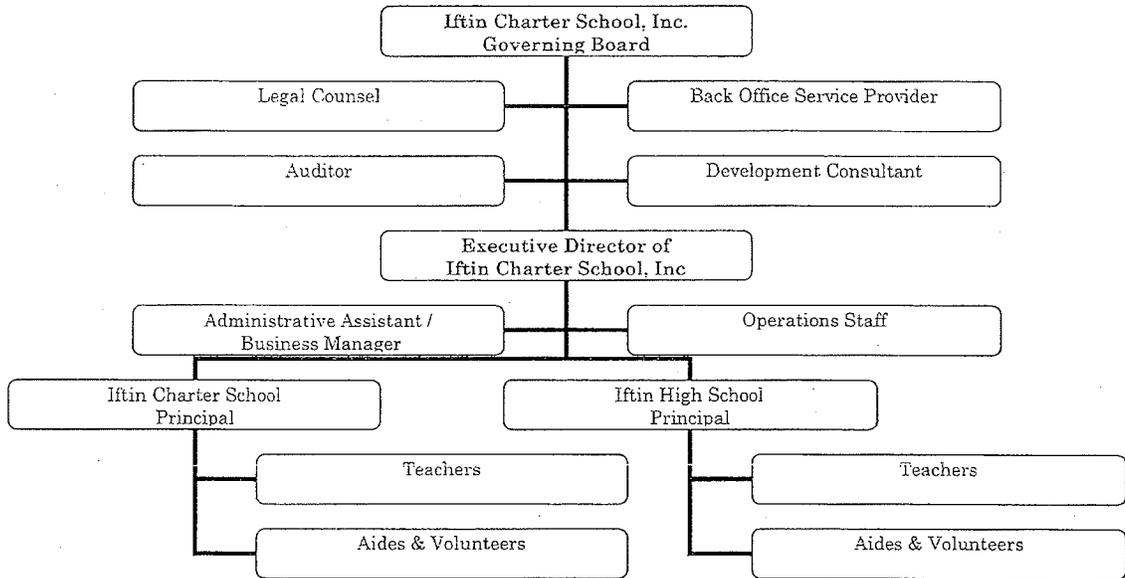
**ATTACHMENT A – CORPORATE ORGANIZATION CHART**



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### ATTACHMENT B – MANAGEMENT ORGANIZATION CHART



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**ATTACHMENT C – FINANCIAL PROJECTIONS**





Fiscal Year Budget 2012-2013	Rate	GENERAL FUND (Unrestricted)	SPECIAL FUND (Restricted)	GRANTS	FOOD SERVICE	SPECIAL FUND	2011-2012		2012-2013	
							FUND	Per ADA	FUND	Per ADA
7100 Special Ed Excess Cost	60%	0	0	0	0	0	0	0	0	
7200 Interest		4,841	0	0	0	0	0	0	0	
7300 Direct Oversight For ext. Actul	1.00%	4,841	0	0	0	0	0	0	0	
TTL Direct Oversight/ Implied Costs		4,841	0	0	0	0	0	0	0	
TOTAL EXPENDITURES		1,430,019	135,340	0	8,590	0	0	0	0	
SUB-NET		144,207	148,276	0	8	0	0	0	0	
Additional Reserves		48,303	0	0	0	0	0	0	0	
1 Reserve for Economic Uncertainty	3.0%	48,303	0	0	0	0	0	0	0	
2 Program Reserves (Lobby & Integration)		0	0	0	0	0	0	0	0	
3 Error & Omission Reserve	0.0%	0	0	0	0	0	0	0	0	
TTL Additional Reserves		48,303	0	0	0	0	0	0	0	
NET		55,904	148,276	0	8	0	0	0	0	
Year to Year Totals		524,600								
Beginning Cash										
Net Cash Balance		624,600								
Plus Reserves		73,161								
Year to Year		48,300								
Total Cash Balance Including Reserves		746,661								

Year 1 Cash Flow

YEAR 1 CASH FLOW 2010 - 2011 SCHOOL-YEAR	Statistics	2010												YEAR 2011				
		JULY	AUGUST	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE		ACCRUED			
		2010	2010	2010	2010	2010	2010	2010	2010	2010	2010	2010	2010	2010	2011	2011	2011	2011
Revenue																		
Average Daily Attendance (ADA)	0%																	
Beginning Balance	624,600																	
Revenue Limit Sources																		
0015 Principal Appor. For K-3	560,418				190,542										39,229			
8016 Principal Appor. For 4-6	384,831			130,775											26,924			
8015 Principal Appor. For 7-8	285,103			97,302											20,033			
8015 Principal Appor. For 9-12	560,418			190,542											39,229			
8022 Deductions - Portion funded by School District	(903,512)			(140,333)											(140,530)			
6099 All Other Transfers	0																	
TTL Revenue Limit Sources	247,720			278,206	190,542			160,995	182,179	78,459	(89,458)	(15,114)	(15,114)		32,478			80
Federal Revenue																		
8200 Other Federal Income	0																	
TTL Federal Income	166,676																	
Other State Revenue																		
8434 Class Size Reduction K-3	105,895				10,589										10,589			
8560 State Lottery Income	26,970																	
8594 In Lieu of Economic Impact Aid	76,431																	
8584 Block Grant K-3	44,571																	
8582 Block Grant L-6	30,095																	
8592 Block Grant T-5	2,174																	
8594 Block Grant	199,731																	
8597 Summer School - Core	0																	
8590 Other State Revenues	180,263				18,026										18,026			
TTL Other State Revenues	488,433			28,615	28,615			26,615	17,632	28,615	28,615	17,632	17,632	28,615	28,615			101,479
Other Local Revenue																		
8660 Interest	12,000																	
8790 From Districts - In Lieu of Property Taxes	983,612				78,661										78,661			
8700 Other - Grants/Donations/Fundraisers	0				48,275										48,275			
8700 Other -	0				0										0			
8700 Rev Loan	0				0										0			
TTL Other Local Revenues	985,612			255,713	78,661			155,681	78,661	122,267	136,133	61,133	61,133	61,133	61,133			(138,000)
TOTAL REVENUE	1,732,165			502,614	297,838			342,291	438,492	229,340	95,290	223,651	74,634	74,634				(4,043)
Expenditures																		
Certified Salaries																		
1100 Teachers Salaries	474,000			43,091	43,091										43,091			
1100 Substitute Teachers Salaries	14,040			1,276	1,276										1,276			
1900	30,000			2,900	2,900										2,900			
1900 Staff Development Supplemental Costs	10,000			4,500	0										0			
1900 Special Ed Undefined (RSP, DIS, Intranet) Co	30,000			2,727	2,727										2,727			
TTL Certified Salaries	528,040			54,095	49,595			49,595	49,595	49,595	53,095	49,595	49,595	49,595	49,595			48,095
Classified Salaries																		
2100 Instructional Aides Salaries	33,008			3,061	3,061										3,061			
2200 Administrative Salaries	70,000			5,633	5,633										5,633			
2300 Clerical/Office Salaries: Clerk	43,000			3,583	3,583										3,583			
2300 Security Salaries	10,850			904	904										904			
2900 Other Classified Salaries: Operation Program	86,275			7,190	7,190										7,190			
TTL Classified Salaries	260,602			21,967	21,967			21,967	21,967	21,967	21,967	21,967	21,967	21,967	21,967			36,225
Employee Benefits																		
3110 STRS - Instructional	44,563																	
3170 STRS - Non-Instructional																		
3100 - TTL STRS	0			0	0			0	0	0	0	0	0	0	0			0

YEAR / CASH FLOW / 2010 - 2011 SCHOOL-YEAR	Statistics	MONTH												YEAR				
		JULY 2010	AUGUST 2010	SEPT. 2010	OCT. 2010	NOV. 2010	DEC. 2010	JAN. 2011	FEB. 2011	MARCH 2011	APRIL 2011	MAY 2011	JUNE 2011		ACCRUED 2011			
Average Daily Attendance (ADA)	0%																	
3210 PERS - Instructional	23,741			2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374	0
3220 PERS - Non-Instructional	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3230 - TTL PERS	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3320 OASD - Regular Non-Instructional	14,111			1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	1,411	0
3330 OASD - Medicare Instructional	8,135			814	814	814	814	814	814	814	814	814	814	814	814	814	814	0
3340 OASD - Medicare Non-Instructional	3,445			345	345	345	345	345	345	345	345	345	345	345	345	345	345	0
3350 Retirement in Lieu of OASD Instructional	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3350 Retirement in Lieu of OASD Non-Instructional	16,157			1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	0
3410 Health & Welfare Benefits Instructional	56,714			5,671	5,671	5,671	5,671	5,671	5,671	5,671	5,671	5,671	5,671	5,671	5,671	5,671	5,671	0
3420 Health & Welfare Benefits Non-Instructional	9,286			929	929	929	929	929	929	929	929	929	929	929	929	929	929	0
3430 - TTL Health & Welfare Benefits	66,155			6,597	6,597	6,597	6,597	6,597	6,597	6,597	6,597	6,597	6,597	6,597	6,597	6,597	6,597	0
3510 Unemployment Insurance - Instructional	11,041			1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	0
3520 Unemployment Insurance - Non-Instructional	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3530 - TTL Unemployment Insurance	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3620 Workers Compensation - Non-Instructional	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3630 - TTL Workers' Compensation	22,871			2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	0
3920 Other Employee Benefits - Non-Instructional	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3930 - TTL Other Employee Benefits	279,084			27,908	27,908	27,908	27,908	27,908	27,908	27,908	27,908	27,908	27,908	27,908	27,908	27,908	27,908	0
TTL Employee Benefits																		
Books and Supplies																		
4100 Textbooks	38,500			3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850	0
4200 Books other than Textbooks	10,500			1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	0
4300 Instructional Materials and Supplies	44,500			4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	4,450	0
4300 Pupil Testing	3,800			380	380	380	380	380	380	380	380	380	380	380	380	380	380	0
4500 Other Supplies	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4600 Pupil Transportation Supplies	8,500			850	850	850	850	850	850	850	850	850	850	850	850	850	850	0
4700 Food Service Supplies (net)	113,800			11,380	11,380	11,380	11,380	11,380	11,380	11,380	11,380	11,380	11,380	11,380	11,380	11,380	11,380	0
TTL Books and Supplies																		
Services, Other Operating Expenses																		
5100 Services of Instr. Consultants, Lecturers, etc	5,000			500	500	500	500	500	500	500	500	500	500	500	500	500	500	0
5200 Travel and Conferences	7,500			750	750	750	750	750	750	750	750	750	750	750	750	750	750	0
5300 Dues and Memberships	2,000			200	200	200	200	200	200	200	200	200	200	200	200	200	200	0
5400 Insurance	14,500			1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	0
5500 Utilities and Housekeeping	35,000			3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	0
5600 Rentals, Leases, and Repairs (equipment)	90,000			9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	0
5900 Rentals, Leases, and Repairs (rental building)	96,000			9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	0
5800 Services (Legal, Audit)	5,600			560	560	560	560	560	560	560	560	560	560	560	560	560	560	0
5810 Services of Noninstructional Consultants (CSA)	179,965			17,997	17,997	17,997	17,997	17,997	17,997	17,997	17,997	17,997	17,997	17,997	17,997	17,997	17,997	0
5890 Other Services and Operating Expenditures	4,800			480	480	480	480	480	480	480	480	480	480	480	480	480	480	0
TTL Services and Other Operating Expenses	410,365			41,037	41,037	41,037	41,037	41,037	41,037	41,037	41,037	41,037	41,037	41,037	41,037	41,037	41,037	0
Capital Outlay																		
6100 Sites and Improvements of Sites	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6200 Buildings and Improvements of Buildings	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6300 Books and Media for New and Expanded Libr	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6400 Equipment	5,000			500	500	500	500	500	500	500	500	500	500	500	500	500	500	0
6500 Equipment / Replacement	3,250			325	325	325	325	325	325	325	325	325	325	325	325	325	325	0
6500 Other	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TTL Capital Outlay	8,250			825	825	825	825	825	825	825	825	825	825	825	825	825	825	0
Other Outgo																		
7299 Other Transfers Out	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TTL Other Outgo	0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Direct Support / Indirect Costs																		
7131 Special Ed-Excess Cost	165,842			16,584	16,584	16,584	16,584	16,584	16,584	16,584	16,584	16,584	16,584	16,584	16,584	16,584	16,584	0
7310 Interprogram Transfers of Direct Support/Indir	3,500			350	350	350	350	350	350	350	350	350	350	350	350	350	350	0
7350 Interfund Transfers of Direct Support/Indirect C	4,641			464	464	464	464	464	464	464	464	464	464	464	464	464	464	0
TTL Direct Support / Indirect Costs	173,982			17,398	17,398	17,398	17,398	17,398	17,398	17,398	17,398	17,398	17,398	17,398	17,398	17,398	17,398	0
TOTAL EXPENDITURES	1,610,101			161,010	161,010	161,010	161,010	161,010	161,010	161,010	161,010	161,010	161,010	161,010	161,010	161,010	161,010	0

Year 1 Cash Flow

YEAR 1 CASH FLOW	JULY 2010	AUGUST 2010	SEPT. 2010	OCT. 2010	NOV. 2010	DEC. 2010	JAN. 2011	FEB. 2011	MARCH 2011	APRIL 2011	MAY 2011	JUNE 2011	ACCRUED 2011	YEAR TO DATE
Statistics														
Average Daily Attendance (ADA)	0%													
SUB-NET	122,064	0	425,436	167,495	(36,937)	220,059	307,089	100,167	(52,235)	98,424	(53,080)	(49,580)	(310,130)	84
Additional Reserves														
1 Reserve for Economic Uncertainty	48,303	0	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4
3 ADA Growth Reserve	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4 Errors & Omissions Reserve	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TTL Additional Reserves	48,303	0	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4
NET	73,761	30,885	420,606	162,665	(41,767)	215,228	302,259	95,337	(67,066)	93,594	(57,911)	(54,411)	(310,130)	79
Monthly Cash Balance														
Y1														
Monthly Cash Balance		0	451,491	614,166	572,398	787,677	1,085,876	1,105,413	1,128,148	1,221,742	1,163,831	1,109,427		79
Y1														
Cash Balance with Reserves		0	455,321	623,816	536,880	806,938	1,114,038	1,214,195	1,161,990	1,260,364	1,207,304	1,157,724		84

2422 **ATTACHMENT D - NCLB DEFINITIONS**

2423

“(10) CONSOLIDATED STATE PLAN.—The term ‘consolidated State plan’ means a plan submitted by a State educational agency pursuant to section 9302.

“(11) CORE ACADEMIC SUBJECTS.—The term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

“(12) COUNTY.—The term ‘county’ means one of the divisions of a State used by the Secretary of Commerce in compiling and reporting data regarding counties.

“(13) COVERED PROGRAM.—The term ‘covered program’ means each of the programs authorized by—

- “(A) part A of title I;
- “(B) subpart 3 of part B of title I;
- “(C) part C of title I;
- “(D) part D of title I;
- “(E) part F of title I;
- “(F) part A of title II;
- “(G) part D of title II;
- “(H) part A of title III;
- “(I) part A of title IV;
- “(J) part B of title IV;
- “(K) part A of title V; and
- “(L) subpart 2 of part B of title VI.

“(14) CURRENT EXPENDITURES.—The term ‘current expenditures’ means expenditures for free public education—

“(A) including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities; but

“(B) not including expenditures for community services, capital outlay, and debt service, or any expenditures made from funds received under title I and part A of title V.

“(15) DEPARTMENT.—The term ‘Department’ means the Department of Education.

“(16) DISTANCE LEARNING.—The term ‘distance learning’ means the transmission of educational or instructional programming to geographically dispersed individuals and groups via telecommunications.

“(17) EDUCATIONAL SERVICE AGENCY.—The term ‘educational service agency’ means a regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.

“(18) ELEMENTARY SCHOOL.—The term ‘elementary school’ means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.

“(19) EXEMPLARY TEACHER.—The term ‘exemplary teacher’ means a teacher who—

“(A) is a highly qualified teacher such as a master teacher;

“(B) has been teaching for at least 5 years in a public or private school or institution of higher education;

“(C) is recommended to be an exemplary teacher by administrators and other teachers who are knowledgeable about the individual’s performance;

2012 MAY 16 PM 3 39

**NOTICE OF INTENTION TO ADOPT A CONFLICT OF INTEREST CODE  
FOR IFTIN CHARTER SCHOOL**

NOTICE IS HEREBY GIVEN that Iftin Charter School, a California nonprofit public benefit corporation ("Corporation"), as tentatively approved and intends to finally adopt a Conflict of Interest Code pursuant to Government Code Section 87300 at its meeting on May 25, 2012. Pursuant to Government Code Sections 87200 and 87302, the Code will designate public officials, employees and consultants of Corporation who make governmental decisions, and who, therefore, must disclose certain investments, interests in real property, sources of income and business positions, and disqualify themselves from making or participating in the making of governmental decisions affecting those interests.

A public comment period has been established commencing on May 11, 2012, and terminating on June 24, 2012. Any interested person may present written comments concerning the proposed Code no later than June 24, 2012 to the Corporation's representative at the address listed below. No public hearing on this matter will be held unless any interested person or his or her representative requests a public hearing no later than 15 days prior to the close of the written comment period.

The exact terms of the proposed Conflict of Interest Code, and all of the information upon which the Code is based, are available for inspection and copying by interested persons by contacting the Corporation representative at the address listed below. Corporation has prepared a written explanation of the reasons for the designations and the disclosure responsibilities and has available all of the information upon which its proposed Conflict of Interest Code is based. Any general inquiries concerning the proposed Code should be directed to the Corporation representative listed below.

Lisa LaGrone  
Administrative Assistant  
Iftin Charter School, 5465 El Cajon Blvd.  
San Diego, CA 92115

Pub. May 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 28, 29, 30, 31, June 1, 4, 5, 6, 7, 8, 11, 12, 13,  
14, 15, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, July 2, 3, 4, 5, 6, 9, 10, 11, 12, 13 -00098972