

IFTIN Charter School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

School Name	IFTIN Charter School
Street	5465 El Cajon Blvd.
City, State, Zip	San Diego, CA 92115-3620
Phone Number	(619) 265-2411
Principal	Maslah Yussuf
Email Address	Yussuf@iftincharter.net
School Website	www.iftincharter.net
Grade Span	
County-District-School (CDS) Code	37 10371 0108548

2025-26 District Contact Information

District Name	San Diego County Office of Education
Phone Number	858-292-3500
Superintendent	Dr. Gloria Ciriza
Email Address	superintendent@sdcoe.net
District Website	https://www.sdcoe.net/

2025-26 School Description and Mission Statement

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

Founded in 2006, Iftin Charter School was established by a dedicated group of predominantly Somali refugee parents who sought an alternative educational model to celebrate their children's cultural heritage while ensuring academic excellence. These parents envisioned a school where their children could master the English language, develop strong literacy skills, become responsible citizens, and gain economic self-sufficiency. The name "Iftin," which means "enlightenment" in Somali, was chosen to symbolize a new beginning, filled with hope and opportunities for all children.

What began as a small school serving just 68 students in grades K-5 has since grown into a thriving educational institution, now serving over 575 students from TK to 8th grade. Over the years, Iftin has become a vital resource for families, particularly newly arrived immigrants with limited English proficiency, who are seeking a better future for their children. The City Heights neighborhood, with its diverse and growing immigrant population, presents many challenges related to settlement, assimilation, and educational needs. Iftin remains committed to closing the educational gap for these underserved communities.

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

Vision

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

Mission

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

2025-26 School Description and Mission Statement

Core Values

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

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

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

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

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

Our Commitment to Excellence

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

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	21
Kindergarten	45
Grade 1	57
Grade 2	49
Grade 3	61
Grade 4	66
Grade 5	53
Grade 6	78
Grade 7	66
Grade 8	61
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	557

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	11%
Black or African American	73%
Filipino	0%
Hispanic or Latino	7%
Native Hawaiian or Pacific Islander	0%
Two or More Races	1%
White	6%
English Learners	50.5%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	87.6%
Students with Disabilities	7.5%

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

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

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

2021-22 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

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

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	100%				
Intern Credential Holders Properly Assigned	2	100%				
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions	20	100%				

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	2	3	2
Misassignments	0	0	0
Vacant Positions			
Total Teachers Without Credentials and Misassignments	2	3	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Year and month in which the data were collected January 25, 2026

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

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

07/1/2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	37.9	34.78	7.4	10.29	47.0	48.82
Mathematics (grades 3-8 and 11)	34.1	30.67	2.0	4.51	35.5	37.30

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	390	345	88.5	11.5	34.8
Female	185	165	89.2	10.8	41.2
Male	205	180	87.8	12.2	28.9
American Indian or Alaska Native	--	--	--	--	--
Asian	29	14	48.3	51.7	28.6
Black or African American	287	273	95.1	4.9	38.1
Filipino	--	--	--	--	--
Hispanic or Latino	24	17	70.8	29.2	29.4
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	18	72	28	22.2
White	24	22	91.7	8.3	13.6
English Learners	201	163	81.1	18.9	12.3
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	320	286	89.4	10.6	36.7
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100	0	5

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	390	375	96.2	3.8	30.7
Female	185	180	97.3	2.7	31.1
Male	205	195	95.1	4.9	30.3
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100	0	17.3
Black or African American	287	276	96.2	3.8	34
Filipino	--	--	--	--	--
Hispanic or Latino	24	23	95.8	4.2	29.2
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	22	88	12	27.2
White	24	24	100	0	29.1
English Learners	201	193	96	4	11.9
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	320	309	96.6	3.4	32.4
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100	0	10

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.9	19.8	3.2	4.7	30.7	32.7

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	112	95.7	4.3	19.8
Female	51	50	98	2	22
Male	66	62	94	6	18
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100	0	27.3
Black or African American	84	80	95	5	21.5
Filipino	--	--	--	--	--
Hispanic or Latino	9	9	100	0	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	9	8	88.9	11.1	--
White	--	--	--	--	--
English Learners	54	51	94.4	5.6	1.9
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	100	96	96	4	20.8
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	4	4	100	0	--

2024-25 Career Technical Education Programs

N/A

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	--
Graduates Who Completed All Courses Required for UC/CSU Admission	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83.1%	85.0%	87.6%	84.8%	83.2%
Grade 7	79.2%	77.4%	86.1%	80.0%	77.9%
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

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

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Parent Liaison Support

2025-26 Opportunities for Parental Involvement

Local Control Accountability Plan (LCAP) Committee

Enhanced communication through PowerSchool SIS, School Messenger, and multilingual newsletters

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

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

Parent-Teacher Conferences (held at least twice per year)

Classroom Volunteering

Field Trip Chaperoning

Community Events (at least two per year)

Monthly Parent Meetings

ELAC Meetings

SSC Meetings (with up to four parent members)

Governance Committees

ICS Board of Directors Meetings (currently two parent members)

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

Parents and community members are also encouraged to:

Attend special events and field trips

Serve as tutors or campus monitors

Facilitate after-school enrichment programs

Provide input on school policies

Participate in surveys and school self-evaluations

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

To ensure consistent communication, Iftin provides updates through:

Iftin Newsletters

Phone and text message alerts

Website updates

Parent meetings and education sessions

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

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	N/A	N/A	N/A						
Graduation Rate	N/A	N/A	N/A						

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	531	593	150	25.3%
Female	251	286	68	23.8%
Male	280	307	82	26.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	56	67	14	20.9%
Black or African American	384	430	112	26.0%
Filipino	--	--	--	--
Hispanic or Latino	44	47	14	29.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	30	38	8	21.1%
English Learners	234	304	62	20.4%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	428	270	55	20.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	35	47	23	48.9%

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

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

Emergency Preparedness

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

- Safe entry and exit procedures
- Addressing disciplinary issues, harassment, and bullying
- Mandated child abuse reporting
- School dress code enforcement
- Security Measures

To ensure daily security, key procedures include:

- Morning and afternoon gate monitoring on El Cajon Boulevard
- Visitor check-in and permit system at the front office
- Adult supervision before and after school, during recess, lunch, and passing periods
- Specific building security procedures implemented by staff under the principal's direction

Health & Safety Policies

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

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

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

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

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

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

Safety Policies and Procedures

Iftin implements various safety protocols, including:

- Emergency action and fire prevention plans
- Maintaining clear workspaces and proper housekeeping
- Student safety rules prohibiting unsafe behaviors
- Proper storage practices to prevent hazards
- Hazard and accident reporting procedures
- Safe ingress and egress policies for arrival and dismissal
- Visitor access protocols
- School discipline policies, including suspension/expulsion procedures

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

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

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

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

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	1	0
K	22	0	2	0
1	26	0	2	0
2	28	0	2	0
3	25	0	2	0
4	33	0	0	2
5	32	0	2	0
6	26	0	3	0
Other	--	--	--	--

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	0	2	2
Mathematics	33	0	3	1
Science	32	0	2	2
Social Science	33	0	3	1

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1.0

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.5
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.0
Other	--

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,450	\$6,300	\$14,230	\$72,600
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

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

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

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

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

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

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

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

Newcomer Support

English Learner Programs

After-School Tutoring

Small group or one-on-one instruction

Special Education or 504 Programs providing individualized instruction for students with special needs

Accelerated Math Programs

Special Clubs and Enrichment Activities

Classroom Instructional Assistants

One-on-One Aides

Behavior Specialist

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	N/A
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	N/A
English	N/A
Fine and Performing Arts	N/A
Foreign Language	N/A
Mathematics	N/A
Science	N/A
Social Science	N/A
Total AP Courses Offered	N/A

Where there are student course enrollments of at least one student.

Professional Development

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

Professional Development

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

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

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

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

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

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	32	32	33