



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

GOVERNING BOARD AGENDA- Regular Board Meeting

Meeting of Thursday, January 29, 2026 at 5:30PM

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

Join Zoom Meeting:

<https://iftincharter-net.zoom.us/j/88653687007?pwd=CY5rIDA0DyFGR8sniJgQLwovlOFFnQ.1&jst=2>

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

Approval of Agenda: Dr. Joseph Johnson

WELCOME GUESTS / CALL TO ORDER 5:30PM

Roll Call

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

PUBLIC COMMENT

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

Consent Items

- A) Approve Meeting Minutes 11/21/25 and 12/12/25

Discussion Items

- A) CEO Report
- B) Monthly Financial Board Report
- C) School Accountability Report Card (SARC)
- D) Audit Report

Action Items

- A) Approval of School Accountability Report Card (SARC)
- B) Approval of the Annual School Audit Report
- C) Board Officer Reorganization
 - Acceptance of Resignation of Board Member (Shuayb Mumin)

Closed Session

N/A

Report to Open Session

Reportable Action:

Advanced Planning

The next regularly scheduled Governing Board Meeting is to be held on Friday, February 27, 2026 at 5:30PM

ADJOURN

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



GOVERNING BOARD MINUTES – Regular Board Meeting

Meeting of Friday, November 21, 2025 at 5:30PM

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

Join Zoom Meeting:

<https://iftincharter-net.zoom.us/j/82105993384?pwd=SlJ78kF042UmjW8lDotU9MQ5zpaewyg.1&jst=2>

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

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

Approval of Agenda: Dr. Joseph Johnson

WELCOME GUESTS / CALL TO ORDER 5:30 AM

Roll Call

Dr. Joseph Johnson_____	President present
Rahmo Abdi_____	Secretary present
Mulki Hersi_____	Treasurer present
Faisal Ali_____	Member present
Ibrahim Hassan_____	Member present
Shuayb Mumin_____	Member present
Rashid Mursal_____	Member present

Call to Order and Establishment of Quorum

- Dr. Joseph Johnsons called the meeting to order at 5:30 p.m.

PUBLIC COMMENT

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

* Public comments were invited for agenda and non-agenda items. Each speaker was allotted three minutes. No public comments were submitted.

CONSENT ITEMS

A) Approval of Meeting Minutes

- August 29, 2025
- September 19, 2025



GOVERNING BOARD MINUTES – Regular Board Meeting

Motion: Approve the consent agenda as presented.

Vote: Ayes – Unanimous | Nays – None

Motion Passed

Discussion Items

A) CEO Report (Maslah Yussuf)

The CEO provided updates on school operations, instructional progress, and overall organizational priorities. Key highlights included continued focus on student achievement, staff support, and operational stability. The Board acknowledged the update and commended administration for ongoing efforts.

B) Monthly Financial Report

Andrew Wassell (CSMC) presented the monthly financial report, including revenue, expenditures, and current cash flow status. The Board reviewed the report and discussed fiscal trends and budget alignment. No action was taken.

C) Emergency and Safety Plan Updates

Administration presented updates to the Emergency and Safety Plan for the 2025–26 school year, including required compliance updates and procedural revisions. The Board reviewed the updates and discussed implementation and annual review requirements.

D) Fiscal Policy & Procedures Updates

Administration presented recommended revisions to the Fiscal Policy & Procedures (FPP) to strengthen internal controls and ensure audit compliance.

Key updates discussed included:

Capital Assets Threshold

Administration recommended revising the FPP to formally establish a \$5,000 capital assets threshold, specifying that assets purchased or acquired with an original individual cost of \$5,000 or more are to be classified and tracked as capital assets.

Signature Authorities

Administration recommended maintaining the \$10,000 approval threshold, while exempting recurring payments such as utilities, health insurance, and other routine contractual obligations from this requirement.

Stale-Dated Checks

Administration recommended adding a Stale-Dated Check Policy and procedure, consistent with standard accounting practices. The school will ensure that all stale-dated checks are reviewed, resolved, and cleared prior to the next interim audit for FY 2025–2026.



GOVERNING BOARD MINUTES – Regular Board Meeting

Accounts Payable (AP) Batch Invoices & Reimbursement Processing

Administration recommended standardizing AP processing by requiring submission of a single Accounts Payable Allocation Sheet, signed and dated, for each batch of invoices or reimbursements.

Additionally, Administration recommended investing in a Payment Approval Stamp with dual-signature capability, requiring:

- One signature for invoices under \$10,000 (Operations Manager approval), and
- An additional Board Member signature for invoices of \$10,000 or more.

The Board discussed the proposed updates and their impact on financial oversight and audit readiness.

Action Items

A. Approval of Emergency and Safety Plan Updates

Motion: Approve the Emergency and Safety Plan updates for the 2025–26 school year.

Vote: Ayes – Unanimous | Nays – None

Motion Passed

B. Approval of Fiscal Policy & Procedures Updates

Motion: Approve the revised Fiscal Policy & Procedures

Vote: Ayes – Unanimous | Nays – None

Motion Passed

Closed Session

None

Report to Open Session

Reportable Action: None.

Advance Planning

The next regularly scheduled Governing Board Meeting will be held on **Friday, December 19, 2025 at 5:30PM.**

Adjournment.

The meeting adjourned at **7:39 PM.**

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Office of Iftin Charter School at (619)265-2411. Notification of 48 hours prior to the meeting will enable the School to make reasonable arrangements to ensure accessibility to that meeting (28 CFR 35.102.35.104) Additional questions can be sent to Operations Manager, Abdi Mohamud, at Mohamud@iftincharter.net



GOVERNING BOARD MINUTES – Special Board Meeting

Meeting of Friday, December 12, 2025 at 5:30PM

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

Join Zoom Meeting:

<https://iftincharter-net.zoom.us/j/85141759040?pwd=cgzlJmJPm03y6XpBjO1SBdbQ8T3Ut.1&jst=2>

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

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Approval of Agenda: Dr. Joseph Johnson

WELCOME GUESTS / CALL TO ORDER 5:30 AM

Roll Call

Dr. Joseph Johnson_____	President present
Rahmo Abdi_____	Secretary present
Mulki Hersi_____	Treasurer present
Faisal Ali_____	Member present
Ibrahim Hassan_____	Member present
Shuayb Mumin_____	Member present
Rashid Mursal_____	Member present

Call to Order and Establishment of Quorum

- Dr. Joseph Johnsons called the meeting to order at 5:30 p.m.

PUBLIC COMMENT

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

* Public comments were invited for agenda and non-agenda items. Each speaker was allotted three minutes. No public comments were submitted.

CONSENT ITEMS

A) Approval of Meeting Minutes

- October 31, 2025



GOVERNING BOARD MINUTES – Special Board Meeting

Motion: Approve the consent agenda as presented.

Vote: Ayes – Unanimous | Nays – None

Motion Passed

Discussion Items

A) CEO Report

Mr. Yussuf provided a comprehensive update on instructional programs, operational matters, staffing, and strategic priorities. The report addressed enrollment trends, planning activities, and ongoing initiatives supporting student outcomes and school stability.

The Board reviewed the report and expressed appreciation for the update.

B) Approval of FY 2025–26 First Interim Financial Report

Andrew Wissell (CSMC) presented the FY 2025–26 First Interim Financial Report, including budget assumptions, projected revenues and expenditures, and required state certifications. The Board reviewed the report and discussed fiscal status and compliance requirements.

C) Election of Board President

The Board discussed the nomination and election of a Board President in accordance with the Board's bylaws.

Action Items

A. Approval of 2025-26 1st Interim

Motion: Approve the 2025 1st Interim

Vote: Ayes – Unanimous | Nays – None

Motion Passed

B. Board Officer Election

Motion: Approve the appointment of New Board President: Faisal Ali was elected Board President by unanimous vote

Vote: Ayes – Unanimous | Nays – None

Motion Passed

Closed Session

None

Report to Open Session

Reportable Action: None.

Advance Planning



GOVERNING BOARD MINUTES – Special Board Meeting

The next regularly scheduled Governing Board Meeting will be held on **Friday, January 29, 2026 at 5:30PM.**

Adjournment.

The meeting adjourned at **8:14 PM.**

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Office of Iftin Charter School at (619)265-2411. Notification of 48 hours prior to the meeting will enable the School to make reasonable arrangements to ensure accessibility to that meeting (28 CFR 35.102.35.104) Additional questions can be sent to Operations Manager, Abdi Mohamud, at Mohamud@iftincharter.net



Financials through Dec 31, 2025

Monthly Financial Board Report

Prepared for: IFTIN Charter School

Prepared by School's CSMC SBM – AJ Wassell



Financial Summary

Actual to Budget:

This report is as of December 31, 2025, compared against our board-approved budget on December 12, 2025. This budget is based on Student Enrollment of 573 and an ADA of 539. Budgeted net-deficit for the year in this report is <~\$124K>.

P1 shows ADA at 561, which could positively impact the budget based on the *note below.

*Note: The Budget will be positively and negatively impacted depending on the schools final ADA number – this won't be officially known until mid/late April 2026. Average value per full ADA is around ~\$15K; so, each ADA shorter than the budgeted amount will negatively affect the budget by around ~\$15K and each ADA greater than the budget amount will be positively affected by the same amount.

YTD Revenues through Dec 31, 2025, are \$4,508,920 or 10.7% over our current budget due to some revenue coming in earlier than budgeted. This is not new revenue, as these funds have been budgeted for.

**Note: ~\$3.9M of budgeted revenue is based around restricted funds. The school must find expenses and meet compliance requirements to earn these funds. If the school cannot, this will have a negative impact on the budget.

YTD Expenses through Dec 31, 2025, are \$5,441,928 or 2.9% under our current budget due to timing of expenses being behind the budget. This is not necessarily a savings at this time, as these expenses are expected to still occur by year-end. There are some categories which are currently over budget such as payroll staff, however we expect this to even out at year-end.

Therefore, net deficit is <\$933,008> or 39% under our current budget based on the notes above

Balance Sheet:

As of Dec 31, 2025, we had total cash of \$3,247,363, short-term liabilities of \$2,437,436, and long-term liabilities of \$38,181. The ending fund balance is \$1,753,393.

Actual to Budget Summary

FY 2025-2026, July - December

Account Description	July - Last Closed			2025-2026		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	\$2,819,903	\$2,819,903	-	\$7,220,447	39.1%	\$4,400,544
Federal Revenue	\$339,374	\$239,733	\$99,642	\$841,965	40.3%	\$502,591
State Revenue	\$1,322,069	\$990,248	\$331,821	\$3,268,073	40.5%	\$1,946,004
Local Revenue	\$27,574	\$22,528	\$5,046	\$50,650	54.4%	\$23,076
Total Revenue	\$4,508,920	\$4,072,412	\$436,508	\$11,381,135	39.6%	\$6,872,215
Benefits	\$969,717	\$1,072,790	\$103,073	\$2,271,842	42.7%	\$1,302,126
Classified Salaries	\$1,833,925	\$1,820,606	(\$13,320)	\$3,592,914	51.0%	\$1,758,989
Certificated Salaries	\$1,347,398	\$1,306,068	(\$41,330)	\$2,712,931	49.7%	\$1,365,534
Total Personnel Expenses	\$4,151,040	\$4,199,463	\$48,423	\$8,577,688	48.4%	\$4,426,648
Capital Outlay	-	\$20,600	\$20,600	\$82,400	0.0%	\$82,400
Services	\$622,504	\$680,135	\$57,630	\$1,643,564	37.9%	\$1,021,060
Books and Supplies	\$668,384	\$702,738	\$34,354	\$1,201,161	55.6%	\$532,777
Total Operational Expenses	\$1,290,888	\$1,403,473	\$112,584	\$2,927,125	44.1%	\$1,636,237
Total Expenses	\$5,441,928	\$5,602,936	\$161,008	\$11,504,813	47.3%	\$6,062,885
Net Income	(\$933,008)	(\$1,530,524)	\$597,515	(\$123,678)	754.4%	\$809,330

Revenue
\$4,508,920

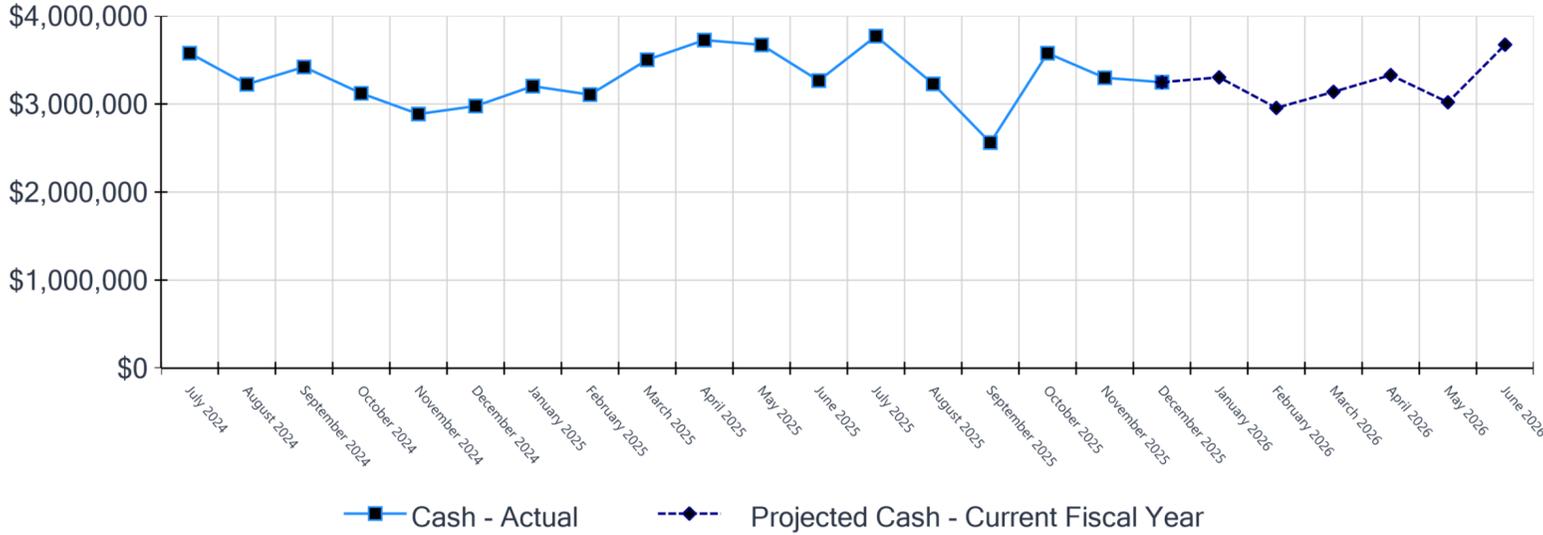
Expenses
\$5,441,928

Surplus / (Deficit)
(\$933,008)

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.

Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2024	\$3,577,287.21	Actual
August 2024	\$3,223,336.84	Actual
September 2024	\$3,420,458.28	Actual
October 2024	\$3,121,266.26	Actual
November 2024	\$2,885,897.43	Actual
December 2024	\$2,977,072.31	Actual
January 2025	\$3,202,311.28	Actual
February 2025	\$3,106,166.15	Actual
March 2025	\$3,501,982.38	Actual
April 2025	\$3,725,964.99	Actual
May 2025	\$3,671,246.67	Actual
June 2025	\$3,265,090.47	Actual

	Cash Amount	Actual or Projected
July 2025	\$3,770,779.03	Actual
August 2025	\$3,228,139.35	Actual
September 2025	\$2,561,394.54	Actual
October 2025	\$3,577,005.95	Actual
November 2025	\$3,297,498.15	Actual
December 2025	\$3,247,363.33	Actual
January 2026	\$3,302,835.79	Projected
February 2026	\$2,955,256.91	Projected
March 2026	\$3,138,023.99	Projected
April 2026	\$3,328,248.42	Projected
May 2026	\$3,019,555.41	Projected
June 2026	\$3,673,482.43	Projected

Balance Sheet Summary FY 2025-2026 - December

Assets	
Current Assets	
Accounts Receivable	\$131,617
Cash and Cash Equivalents	\$3,247,363
Prepaid Expenses	\$28,017
Total Current Assets	\$3,406,997
Fixed Assets	
Accumulated Depreciation	(\$389,086)
Fixed Assets	\$1,203,273
Total Fixed Assets	\$814,187
Other Assets	
Other Assets	\$7,826
Total Other Assets	\$7,826
Total Assets	\$4,229,010

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	\$29,999
Accrued Liabilities	\$381,703
Other Short Term Liability	\$2,025,734
Total Short-term Liabilities	\$2,437,436
Long-term Liabilities	
Other Liabilities	\$38,181
Total Long-term Liabilities	\$38,181
Total Liabilities	\$2,475,617
Total Unrestricted Net Assets	\$2,686,401
Total Net Increase/(Decrease) in Net Assets	(\$933,008)
Total Net Assets	\$1,753,393
Total Liabilities and Net Assets	\$4,229,010

Liquidity Ratio

1.4

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

CSMC Charter School Support Team



Kristin Nowak
Executive VP of Strategic
Management
knowak@csmci.com



Aaron Guibord
Executive VP of Operations
aguibord@csmci.com



Josh Eng
VP of School Business Management
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Josh Eng
Regional SBM Director
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Josh Eng
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AJ Wassell
Associate SBM
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Peter Balfour
Divisional Director
pbalfour@csmci.com



Jane Folsbee
Account Manager
mfolnsbee@csmci.com

Looking Ahead

AREA	DUE DATE	COMPLIANCE ITEM	COMPLETED BY	BOARD MUST APPROVED	ADDITIONAL INFORMATION
Payroll	1/31/2026	W2's filing due -	Payroll Vendor	No	
Payroll	1/31/2026	4th Quarter Payroll Tax filing -	Payroll Vendor	No	



HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

POWERED BY:



Charter Vision

info@csmci.com

Office: 888.994.CSMC

43460 Ridge Park Dr., Ste. 100

Temecula, Ca 92590

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
-----------------------------------	-----

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 Where there are student course enrollments of at least one student.	N/A

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



Iftin Charter School #0680

Financial Statements
June 30, 2025



Iftin Charter School
Financial Statements
Year Ended June 30, 2025

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Independent Auditor's Report

To the Board of Directors
Iftin Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Iftin Charter School (the School), a nonprofit organization, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Iftin Charter School as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's financial statements.

The accompanying schedule of expenditures of federal awards as required by *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying financial statements and additional accompanying supplementary information, as identified in the Table of Contents and as required by the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, is presented for purposes of additional analysis and is not a required part of the financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the schedule of expenditures of federal awards and additional supplementary information, as identified in the table of contents, are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Other Information section of the report, as identified in the table of contents, but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 29, 2026 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

El Cajon, California
January 29, 2026

Financial Statements

Iftin Charter School
Statement of Financial Position
June 30, 2025

Assets	
Cash and cash equivalents	\$ 3,265,090
Accounts receivable	1,277,691
Prepaid expenses	54,040
Security deposits	7,826
Property and equipment, net	662,039
Right-of-use assets, operating leases	
Facilities and equipment	81,832
Accumulated amortization	<u>(36,126)</u>
Total Assets	<u>\$ 5,312,392</u>
Liabilities and Net Assets	
Liabilities	
Accounts payable - vendors	\$ 205,363
Accounts payable - grantor governments	228,383
Accrued payroll liabilities	175,219
Operating leases payable	46,525
Unearned revenue	<u>1,970,500</u>
Total Liabilities	<u>2,625,990</u>
Net Assets	
Without donor restrictions	
Undesignated	2,024,363
Invested in property and equipment, net of related debt	<u>662,039</u>
	<u>2,686,402</u>
With donor restrictions	<u>-</u>
Total Net Assets	<u>2,686,402</u>
Total Liabilities and Net Assets	<u>\$ 5,312,392</u>

The accompanying notes are an integral part of this statement.

Iftin Charter School
Statement of Activities
Year Ended June 30, 2025

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 1,419,991	\$ -	\$ 1,419,991
Education protection account state aid	97,856	-	97,856
Transfers in lieu of property taxes	4,838,914	-	4,838,914
Total LCFF sources	<u>6,356,761</u>	<u>-</u>	<u>6,356,761</u>
Federal contracts and grants	-	922,983	922,983
State contracts and grants	276,876	2,280,324	2,557,200
Local contracts and grants	26,923	-	26,923
Interest income and FMV adjustment	137,213	-	137,213
Net assets released from restriction -			
Grant restrictions satisfied	<u>3,203,307</u>	<u>(3,203,307)</u>	<u>-</u>
Total revenue, support, and gains	<u>10,001,080</u>	<u>-</u>	<u>10,001,080</u>
Expenses and Losses			
Program services expense	8,019,068	-	8,019,068
Supporting services expense	<u>1,963,317</u>	<u>-</u>	<u>1,963,317</u>
Total expenses and losses	<u>9,982,385</u>	<u>-</u>	<u>9,982,385</u>
Change in Net Assets	18,695	-	18,695
Net Assets, Beginning of Year	<u>2,667,707</u>	<u>-</u>	<u>2,667,707</u>
Net Assets, End of Year	<u>\$ 2,686,402</u>	<u>-</u>	<u>\$ 2,686,402</u>

The accompanying notes are an integral part of this statement.

Iftin Charter School
Statement of Functional Expenses
Year Ended June 30, 2025

	<u>Program Services</u>	<u>Supporting Services</u>	<u>Total</u>
	<u>Educational Programs</u>	<u>Management and General</u>	
Salaries and wages	\$ 4,479,268	\$ 960,165	\$ 5,439,433
Pension expense	1,078,714	231,231	1,309,945
Other employee benefits	255,478	54,764	310,242
Payroll taxes	241,477	51,762	293,239
Fees for services:			
Management	-	95,000	95,000
Legal	-	59,575	59,575
Accounting	-	13,500	13,500
Professional consulting	414,845	140,570	555,415
District oversight	-	63,568	63,568
Banking and payroll services	-	35,326	35,326
Advertising and promotion	-	54,425	54,425
Office expenses	-	103,270	103,270
Information technology	2,589		2,589
Communication	28,492	-	28,492
Occupancy	166,214	-	166,214
Travel and conferences	2,125	-	2,125
Conferences, conventions, and meetings	27,277	-	27,277
Operations and housekeeping	41,610	-	41,610
Depreciation	124,960	-	124,960
Amortization	15,902	-	15,902
Insurance	-	78,651	78,651
Other expenses:			
Books and supplies	1,026,148	-	1,026,148
Equipment rental and repair	9,070	-	9,070
Noncapitalized equipment	10,655	-	10,655
Student activities and transportation	94,244	-	94,244
Dues and memberships	-	11,422	11,422
Miscellaneous	-	10,088	10,088
Total expenses by function	<u>\$ 8,019,068</u>	<u>\$ 1,963,317</u>	<u>\$ 9,982,385</u>

The accompanying notes are an integral part of this statement.

Iftin Charter School
Statement of Cash Flows
Year Ended June 30, 2025

Cash Flows from Operating Activities	
Receipts from federal, state, and local contracts and grants	\$ 5,305,327
Receipts from property taxes	4,838,914
Receipts from operating interest and FMV adjustment	137,213
Payments to employees for services provided	(7,412,791)
Payments to vendors	(2,552,005)
Net Cash Provided By Operating Activities	<u>316,658</u>
 Cash Flows from Investing Activities	
Purchases of property and equipment	(328,221)
Net Cash Used for Investing Activities	<u>(328,221)</u>
 Net Change in Cash and Cash Equivalents	 (11,563)
Cash and Cash Equivalents, Beginning of Year	<u>3,276,653</u>
Cash and Cash Equivalents, End of Year	<u>\$ 3,265,090</u>
 Reconciliation of Change in Net Assets to Net Cash Used For Operating Activities	
Change in net assets	\$ 18,695
Adjustments to reconcile change in net assets to net cash:	
Depreciation	124,960
Amortization	15,902
Changes in operating assets and liabilities	
(Increase) Decrease in assets	
Accounts receivable	(4,078)
Prepaid expenses	(19,560)
Increase (Decrease) in liabilities	
Accounts payable - vendors	(29,107)
Accounts payable - grantor governments	122,410
Accrued payroll liabilities	(59,932)
Operating leases payable	(14,674)
Unearned revenue	162,042
Net Cash Provided By Operating Activities	<u>\$ 316,658</u>

The accompanying notes are an integral part of this statement.

Iftin Charter School
Notes to the Financial Statements
Year Ended June 30, 2025

A. Principal Activity and Summary of Significant Accounting Policies

Organization

Iftin Charter School is a non-profit public school. The School petitioned and was approved through the San Diego Unified School District for a charter renewal for a five-year period ending June 30, 2025. The charter period was then extended by the legislature for a period of three years ending on June 30, 2028. The School was approved by the State of California Department of Education on August 13, 2004. The School serves students in kindergarten through eighth grade.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit corporations. The School uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenditures are recognized in the accounting period in which the liability is incurred.

Cash and Cash Equivalents

The School considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Accounts Receivable

Accounts receivable consist primarily of non-interest bearing amounts due to the School for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the School.

Property and Equipment

The School records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statement of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

The School reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2025.

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

Investments

The School's method of accounting for investments, in accordance with generally accepted accounting principles, is the fair value method. Fair value is determined by published quotes. Changes in fair value of investments result in increases or decreases in unrealized fair values of equity investments. Adjustments to fair values are reflected as unrealized gain/loss on investments in the accompanying statement of activities. The School's policy is to follow the fair value measurement and reporting requirements contained in FASB ASC 820 *Fair Value Measurements and Disclosures*.

Prepaid Expenses

Prepaid expenses are recorded to account for expenditures during the benefiting period.

Leases

The School leases facilities and equipment which are utilized in its charitable purpose. The School determines if an arrangement is a lease at inception. Operating leases are included in the operating lease right-of-use assets, other current liabilities, and operating lease liabilities in the Statement of Financial Position. Financing leases are included in the financing lease right-of-use assets, other current liabilities, and financing lease liabilities in the Statement of Financial Position.

Right-of-use assets represent our right to use an underlying asset for the lease term and lease liabilities represent our obligation to make lease payments arising from the lease. Operating lease right-of-use assets and liabilities are recognized at commencement date based on the present value of lease payments over the lease term. As most of our leases do not provide an implicit rate, we use our incremental borrowing rate based on the information available at commencement date in determining the present value of lease payments. The operating lease right-of-use asset also includes any lease payments made and excludes lease incentives. Our lease term may include options to extend or terminate the lease when it is reasonably certain that we will exercise that option. Lease expense for lease payments is recognized on a straight-line basis over the lease term.

The lease agreements do not contain any material residual value guarantees or material restrictive covenants.

The School has lease agreements with lease and non-lease components, which are generally accounted for separately. The School has elected to apply the short-term lease exemption to any leases with terms of 12 months or less or any leases below the threshold of \$5,000.

In evaluating contracts to determine if they qualify as a lease, the School considers factors such as whether they have obtained substantially all of the rights to the underlying asset through exclusivity, if the School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

In allocating consideration in the contract to the separate lease components and the non-lease components, the School uses the stand-alone prices of the lease and non-lease components. Observable stand-alone prices are used, if available. If the stand-alone price for a component has a high level of variability or uncertainty, this allocation may require significant judgment.

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the program and supporting services benefited.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates those resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to the School's program services, administrating, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2025.

Advertising

Advertising costs are expensed as incurred and approximated \$54,425 during the year ended June 30, 2025.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Revenue and Revenue Recognition

The School follows the provisions of FASB ASC 958-605 thereby recognizing revenue when applicable performance related barriers have been satisfied and the revenue is earned. A performance-related barrier represents something that must be achieved, performed or delivered in order to receive funds. Performance related barriers are required to be measurable, limit discretion by recipient on the conduct of the activity, and the stipulations are related to the purpose of the agreement or grant. When funds are received and performance-related barriers are not satisfied, the School records the funds as unearned revenue.

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

After the School has determined that performance related barriers have been satisfied, the revenue is recognized as either restricted or unrestricted based on the nature of the resources and conditions of the grantor. Restrictions on recognized revenue could constitute allowable uses of the resources that are narrower than the School's mission but are not considered performance-related barriers. Restricted resources are released from their restriction once the restricted purpose has been satisfied.

The School primarily receives funds from the California Department of Education (CDE). Local Control Funding Formula revenue and state revenues received from CDE are based on the School's average daily attendance (ADA) of students and recognized in the period the ADA occurs. In addition, the School receives state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies.

LCFF Revenues and Payments in Lieu of Property Taxes

The School's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the Local Control Funding Formula (LCFF) on statewide charter school rates multiplied by the schools' average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under Proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 63.56% of the School's revenue.

The LCFF includes the following components applicable to the School:

1. Provides a base grant for each school based on the school's ADA. The actual base grant varies based on grade span.
2. Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
3. Provides a supplemental grant equal to 20 percent of the adjusted base grants for targeted disadvantaged students. Targeted students are those classified as English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, homeless youth, or any combination of these factors (unduplicated count).
4. Provides a concentration grant equal to 65 percent of the adjusted base grant for targeted students exceeding 55 percent of the school's enrollment.

The School is not at risk of losing these funding sources, as long as the School maintains a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

Income Taxes

The School is a 509(a)(1) publicly supported non-profit charter school that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2025, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2025.

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

The School files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

Financial Instruments and Credit Risk

The School manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the School to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the School has not experienced losses in any of these accounts. Credit risk associated with accounts receivable is limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies.

New Accounting Guidance

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2024-25 fiscal year:

Description	Date Issued
FASB Accounting Standards Update 2018-12 - <i>Financial Services Insurance (Topic 944)</i>	Aug-18
FASB Accounting Standards Update 2019-09 - <i>Financial Services, Insurance (Topic 944)</i>	Nov-19
FASB Accounting Standards Update 2020-06 - <i>Debt (Topic 470-20)</i>	Aug-20
FASB Accounting Standards Update 2020-06 - <i>Derivatives and Hedging (Topic 815-40)</i>	Aug-20
FASB Accounting Standards Update 2021-08 - <i>Business Combinations (Topic 805)</i>	Oct-21
FASB Accounting Standards Update 2022-01 - <i>Derivatives and Hedging (Topic 815): Fair Value Hedging - Portfolio Layer Method</i>	Mar-22
FASB Accounting Standards Update 2023-01 - <i>Leases (Topic 842): Common Control Arrangements</i>	Mar-23
FASB Accounting Standards Update 2023-05 - <i>Business Combinations - Joint Venture Formations (Subtopic 805-60)</i>	Aug-23
FASB Accounting Standards Update 2023-07 - <i>Segment Reporting (Topic 280)</i>	Nov-23

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The School has adopted provisions of effective Accounting Standards Updates. The issuance of these standards did not result in a presentation or accounting change that impacted these financial statements.

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through January 29, 2026, the date the financial statements were available to be issued.

B. Liquidity and Availability

The School's financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Cash and cash equivalents	\$ 3,265,090
Accounts receivable	<u>1,277,691</u>
Total	<u>\$ 4,542,781</u>

C. Fair Value Measurements and Disclosure

The School reports certain assets and liabilities at fair value in the financial statements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction in the principal, or most advantageous, market at the measurement date under current market conditions regardless of whether that price is directly observable or estimated using another valuation technique. Inputs used to determine fair value refer broadly to the assumptions that market participants would use in pricing the asset or liability, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the asset or liability based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset or liability based on the best information available. A three-tier hierarchy categorizes the inputs as follows:

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities that we can access at the measurement date.
- Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly. These include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, and market-corroborated inputs.
- Level 3: Unobservable inputs for the asset or liability. In these situations, the School develops inputs using the best information available in the circumstances.

In some cases, the inputs used to measure the fair value of an asset or a liability might be categorized within different levels of the fair value hierarchy. In those cases, the fair value measurement is categorized in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the measurement. Assessing the significance of a particular input to entire measurement requires judgment, taking into account factors specific to the asset or liability. The categorization of an asset within the hierarchy is based upon the pricing transparency of the asset and does not necessarily correspond to the School's assessment of the quality, risk, or liquidity profile of the asset or liability.

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

The School has funds at the San Diego County Treasury which invests funds in various markets such as CDs, money market, and U.S. government obligations. Those CDs and U.S. government obligations are valued by the custodians of the securities using pricing models based on credit quality, time to maturity, stated interest rates, and market rate assumptions and are classified within Level 2.

The following table presents assets and liabilities measured at fair value on a recurring basis at June 30, 2025:

<u>Assets</u>	<u>Total</u>	<u>Quoted Prices in Active Markets for Identical Assets (Level 1)</u>	<u>Significant Other Observable Inputs (Level 2)</u>	<u>Significant Unobservable Inputs (Level 3)</u>
External investment pools measured at fair value				
Cash in county treasury	\$ 2,050,099	\$ -	\$ 2,050,099	\$ -
Total investments by fair value level	<u>\$ 2,050,099</u>	<u>\$ -</u>	<u>\$ 2,050,099</u>	<u>\$ -</u>

D. Cash and Cash Equivalents

The School's cash and cash equivalents on June 30, 2025, consisted of the following:

Cash in county treasury	\$ 2,049,116
Fair market value adjustment	983
Cash in bank accounts	<u>1,214,991</u>
Total cash and cash equivalents	<u>\$ 3,265,090</u>

Cash in County Treasury

The School is a voluntary participant and therefore maintains a portion of its cash in the San Diego County Treasury as part of the common investment pool (\$2,049,116 as of June 30, 2025). The County Treasury is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the School's investment in this pool (\$2,050,099 as of June 30, 2025) is reported in the accompanying financial statements at amounts based upon the School's pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis. Cash may be added or withdrawn from the investment pool without limitation.

Cash in Bank

The School's cash, (\$1,214,991 as of June 30, 2025) is held in financial institutions which are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor. As of June 30, 2025, the School held \$1,066,611 in excess of the FDIC insured amounts. The School reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The School has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

E. Accounts Receivable

As of June 30, 2025, the School's accounts receivable consisted of the following:

Federal Government	
Special Education	\$ 76,174
Mental Health	10,565
Child Nutrition	176,641
Other Federal Programs	25,437
State Government	
State Aid	58,193
LCFF Equity Multiplier	106,112
Lottery Funding	47,073
Child Nutrition	53,676
Mental Health	4,269
After School Education and Safety	203,483
Special Education	40,834
Local Government	
Property Tax Payments	445,875
Other Local Sources	
Interest	25,507
Other Local Sources	3,852
Total Accounts Receivable	\$ 1,277,691

F. Prepaid Expenses

As of June 30, 2025, the School's prepaid expenses consisted of the following:

CSMC fee	\$ 4,308
Prepaid vendors	8,750
Prepaid insurance	20,450
Dues, licenses, and subscriptions	20,532
Total Prepaid Expenses	\$ 54,040

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

G. Property and Equipment

Property and equipment for the School consisted of the following at June 30, 2025:

	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Work in Progress	\$ -	\$ 14,418	\$ -	\$ 14,418
Total Non-Depreciable Capital Assets	-	14,418	-	14,418
Depreciable Capital Assets				
Leasehold Improvements	\$ 335,788	\$ -	\$ -	\$ 335,788
Equipment, Furniture, and Fixtures	387,116	313,803	-	700,919
Total Depreciable Capital Assets	722,904	313,803	-	1,036,707
Total Capital Assets	722,904	328,221	-	1,051,125
Less Accumulated Depreciation	(264,126)	(124,960)	-	(389,086)
Capital Assets, Net	\$ 458,778	\$ 203,261	\$ -	\$ 662,039

H. Unearned Revenue

At year end the School had performance obligations remaining to expend funds for multiple federal and state grants. As such, unexpended cash received is reflected in unearned revenue.

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2025:

Unearned Revenue, beginning of period	\$ 1,808,458
Increases in deferred revenue due to cash received during the period	1,362,083
Decreases in deferred revenue due to performance obligations met during the period	(1,200,041)
Unearned Revenue, end of period	\$ 1,970,500

As of June 30, 2025, unearned revenue consisted of the following:

ELOP	\$ 638,203
Educator Effectiveness	24,144
Learning Recovery Emergency	485,702
Arts, Music, and Instructional Materials	241,827
Prop 28	146,437
Literacy Screenings	2,900
Kitchen Infrastructure	123,510
CA Community Schools Partnership Program	270,000
Mental Health	5,631
Universal Pre-K	32,146
Total Unearned Revenue	\$ 1,970,500

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

I. Leases

The School entered into multiple lease agreements for use of facilities and equipment. The components of lease expense were as follows:

Operating lease cost	
Amortization of right-of-use assets	\$ 15,902
Interest on lease liabilities	<u>2,216</u>
Total operating lease cost	<u>18,118</u>
Short-term lease cost	<u>6,854</u>
Total lease expense	<u><u>\$ 24,972</u></u>

The following represents additional information related to the School's leases:

Right-of-use assets obtained in exchange for lease obligations:	
Operating leases	\$ 81,832
Total	<u>\$ 81,832</u>
Weighted average remaining lease term:	
Operating leases	32 Months
Weighted average discount rate:	
Operating leases	4%

Future minimum lease payments on the School's leases are as follows:

Year Ended June 30,	Operating Leases
2026	\$ 18,425
2027	18,425
2028	<u>12,283</u>
Total future minimum lease payments	49,133
Less imputed interest	<u>(2,608)</u>
Net future minimum lease payments	<u><u>\$ 46,525</u></u>

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

J. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- c. If the School chooses to stop participating in some of its multi-employer plans, the School may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The School's participation in these plans for the fiscal year ended June 30, 2025, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2025, 2024 and 2023 is for the plan's year-end at June 30, 2025, 2024 and 2023, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

Iftin Charter School increased in CalSTRS contributions from 2023 to 2024 by 6.90% followed by an increase in 2025 of 0.85%. Iftin Charter School increased in CalPERS contributions from 2023 to 2024 by 31.71% followed by an additional increase in 2025 of 36.06%. The increases in CalSTRS and CalPERS contributions were in large due to rising contribution rates along with an increase in salaries, increasing contributions further.

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/ Implemented
		2025	2024	2023	
CalSTRS	37103	Green	Green	Green	No
CalPERS	7354575882	Green	Yellow	Yellow	No

Pension Fund	Contributions			Number of Employees	Surcharge Imposed
	2025	2024	2023		
CalSTRS	\$ 516,666	\$ 512,324	\$ 479,238	28	No
CalPERS	793,279	583,041	442,655	99	No
Total	\$ 1,309,945	\$ 1,095,365	\$ 921,893	127	

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

CalSTRS:

The School contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2025, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their membership date. The employer contribution rate was 19.10% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2025 the State contributed \$163,827 (10.828% of certificated salaries) on behalf of the School.

CalPERS:

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Active plan members are required to contribute 7% or 8% of their salary depending on their membership date and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2024-25 was 27.05% of classified salaries. The School made contributions as noted above.

Iftin Charter School
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

K. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2020-10 - <i>Codification Improvements</i>	Nov-20	2025-26
FASB Accounting Standards Update 2022-03 - <i>Fair Value Measurement (Topic 820): Fair Value Measurement of Equity Securities Subject to Contractual Sale Restrictions</i>	Jun-22	2025-26
FASB Accounting Standards Update 2022-05 - <i>Financial Services - Insurance (Topic 944): Transition for Sold Contracts</i>	Dec-22	2025-26
FASB Accounting Standards Update 2023-02 - <i>Investments (Topic 323): Accounting for Investments in Tax Credit Structures</i>	Mar-23	2025-26
FASB Accounting Standards Update 2023-08 - <i>Intangibles - Goodwill and Other - Crypto Assets (Subtopic 350-60)</i>	Dec-23	2025-26
FASB Accounting Standards Update 2023-09 - <i>Income Taxes (Topic 740)</i>	Dec-23	2026-27
FASB Accounting Standards Update 2024-01 - <i>Compensation - Stock Compensation (Topic 718)</i>	Mar-24	2026-27
FASB Accounting Standards Update 2024-02 - <i>Codification Improvements - Amendments to Remove References to the Concepts Statements</i>	Mar-24	2026-27
FASB Accounting Standards Update 2024-03 - <i>Income Statement - Reporting Comprehensive Income-Expense Disaggregation Disclosures</i>	Nov-24	2027-28
FASB Accounting Standards Update 2024-04 - <i>Debt with Conversion and Other Options</i>	Nov-24	2026-27
FASB Accounting Standards Update 2025-01 - <i>Income Statement - Reporting Comprehensive Income-Expense Disaggregation Disclosures</i>	Jan-25	2027-28
FASB Accounting Standards Update 2025-02 - <i>Liabilities Amendments to SEC Paragraphs Pursuant to SEC Staff Accounting Bulletin No. 122</i>	Mar-25	2025-26
FASB Accounting Standards Update 2025-03 - <i>Business Combinations and Consolidation</i>	May-25	2027-28
FASB Accounting Standards Update 2025-04 - <i>Stock Compensation and Revenue from Contracts with Customers</i>	May-25	2027-28
FASB Accounting Standards Update 2025-05 - <i>Measurement of Credit Losses for Accounts Receivable and Contract Assets</i>	Jul-25	2026-27
FASB Accounting Standards Update 2025-06 - <i>Intangibles - Goodwill and Other Internal Use Software</i>	Sep-25	2028-29

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the School.

Supplementary Information

Iftin Charter School
 Schedule of Average Daily Attendance
 Year Ended June 30, 2025

	Second Period Report		Annual Report	
	Original D5583E5F	Revised N/A	Original A0B38041	Revised N/A
Classroom Based Attendance				
Grades TK/K-3	200.60	N/A	201.20	N/A
Grades 4-6	175.87	N/A	177.39	N/A
Grades 7-8	112.81	N/A	114.31	N/A
Total Classroom Based Attendance	489.28	N/A	492.90	N/A
Total ADA	489.28	N/A	492.90	N/A

N/A – There were no audit findings which resulted in revisions to the second period or annual reports of attendance.

Iftin Charter School
 Schedule of Instructional Time
 Year Ended June 30, 2025

Grade Level	Annual Minutes Requirement	Actual Minutes Offered	J-13A Minutes*	Total Minutes	Number of Actual Days Offered (Traditional)	J-13A Days*	Total Instructional Days	Status
Transitional Kindergarten	36,000	63,035	0	63,035	180	0	180	Complied
Kindergarten	36,000	63,035	0	63,035	180	0	180	Complied
1st Grade	50,400	59,435	0	59,435	180	0	180	Complied
2nd Grade	50,400	59,435	0	59,435	180	0	180	Complied
3rd Grade	50,400	59,435	0	59,435	180	0	180	Complied
4th Grade	54,000	59,435	0	59,435	180	0	180	Complied
5th Grade	54,000	59,435	0	59,435	180	0	180	Complied
6th Grade	54,000	59,990	0	59,990	180	0	180	Complied
7th Grade	54,000	59,990	0	59,990	180	0	180	Complied
8th Grade	54,000	59,990	0	59,990	180	0	180	Complied

*Iftin Charter School did not submit a request for a J-13A emergency waiver of instructional minutes or days.

Iftin Charter School
Schedule of Financial Trends & Analysis
Year Ended June 30, 2025

	Budget 2026 (See Note 1)	2025	2024 (See Note 1)	2023 (See Note 1)
Revenues	\$ 9,836,451	\$ 10,001,080	\$ 8,851,312	\$ 7,366,437
Expenses	10,033,378	9,982,385	8,408,184	7,411,057
Change in Net Assets	<u>(196,927)</u>	<u>18,695</u>	<u>443,128</u>	<u>(44,620)</u>
Ending Net Assets	<u>\$ 2,489,475</u>	<u>\$ 2,686,402</u>	<u>\$ 2,667,707</u>	<u>\$ 2,224,579</u>
Unrestricted Net Assets	<u>\$ 2,489,475</u>	<u>\$ 2,686,402</u>	<u>\$ 2,667,707</u>	<u>\$ 2,167,689</u>
Unrestricted net assets as a percentage of total expenses	<u>24.81%</u>	<u>26.91%</u>	<u>31.73%</u>	<u>29.25%</u>
Total Long Term Debt	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
ADA at P2	<u>505</u>	<u>489</u>	<u>445</u>	<u>386</u>

The School's ending net assets has increased by \$461,823 (20.76%) over the past two fiscal years. The increase is in large due to additional funding received as a result of the COVID-19 pandemic, increases in enrollment, and conservative fiscal practices.

Average daily attendance (ADA) has increased by 103 over the past two fiscal years.

Note 1:

AU-C §725.05 requires the following conditions be met to provide an opinion on whether supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole:

- 1) The supplementary information was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements.
- 2) The supplementary information relates to the same period as the financial statements.
- 3) The auditor issued an audit report on the financial statements that contained neither an adverse opinion nor a disclaimer of opinion.
- 4) The supplementary information will accompany the audited financial statements or such audited financial statements will be made readily available by the School.

Three of the above columns are not related to the same period as the financial statements and as such we do not provide an opinion on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. Additionally, the analysis presented utilizes information from periods outside the period of the financial statements and as such we do not provide an opinion on whether the analysis is fairly stated, in all material respects, to the financial statements as a whole. The information has been presented for analysis only and has not been audited.

Iftin Charter School
Reconciliation of Unaudited Financial Report with Audited Financial Statements
Year Ended June 30, 2025

June 30, 2025 annual financial alternative form net assets:	\$ 2,686,401
Adjustments and reclassifications:	
Rounding	<u>1</u>
Total adjustments and reclassifications	<u>1</u>
June 30, 2025 audited financial statements net assets:	<u>\$ 2,686,402</u>

Iftin Charter School
Notes to Supplementary Information
Year Ended June 30, 2025

A. Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students by grade span and adjustments to the attendance as a result of an audit finding, when applicable.

B. Schedule of Instructional Time

This schedule provides information regarding compliance with Education Code §47612.

Compliance with Education Code §47612 includes the following:

- 1) Charter schools may operate up to 5 tracks for attendance reporting.
- 2) Each track must be operated for a minimum of 175 days.
- 3) Each track must offer the required number of instructional minutes specified in Education Code §47612.5.
- 4) No track shall have less than 55% of its school days before April 15 each school year.

Compliance with Education Code §47612.5 involves offering a minimum number of annual instructional minutes as defined by grade level. Non-classroom based charters do not have a requirement for auditing/testing offered instructional minutes, as a result the offerings are not reported in the schedule of instructional time.

An LEA that closed due to a qualifying emergency in the 2024-25 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional minutes or day requirements. The School did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

C. Schedule of Financial Trends and Analysis

This schedule displays summarized information from the current year and two previous years, along with budget information for the upcoming year. The information from this schedule is used to evaluate whether there are any financial indicators the School will not be able to continue operations in the next fiscal year. Based upon the information presented, the School appears to have sufficient reserves to continue operations for the 2025-26 fiscal year.

D. Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides information necessary to reconcile between the audited financial statements and the financial data submitted to the authorizing agency via the unaudited actual financial report.

Iftin Charter School
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2025

<u>Federal Grantor/Pass Through Grantor/ Program or Cluster Title</u>	<u>Federal AL Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Subrecipient Expenditures</u>	<u>Federal Expenditures</u>
SPECIAL EDUCATION (IDEA) CLUSTER:				
<u>U.S. Department of Education</u>				
Passed through California Department of Education				
IDEA Basic Local Assistance	84.027	13379	\$ -	\$ 76,174
Total Special Education (IDEA) Cluster			<u>-</u>	<u>76,174</u>
CHILD NUTRITION CLUSTER:				
<u>U.S. Department of Agriculture</u>				
Passed through State Department of Education				
National School Lunch Program	10.555	13396	-	587,122
Total Child Nutrition Cluster			<u>-</u>	<u>587,122</u>
OTHER PROGRAMS				
<u>U.S. Department of Education</u>				
Passed through State Department of Education				
Fresh Fruit & Vegetable Program	10.582	14686	-	42,510
ESSA Title I Basic	84.010	14329	-	153,983
Title III English Learner Student Program	84.365	14346	-	32,441
Title II - Supporting Effective Instruction	84.367	14341	-	18,901
Title IV - Student Support & Academic Enrichment	84.424	15396	-	11,852
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u>\$ -</u>	<u>\$ 922,983</u>

See accompanying notes to schedule of expenditures of federal awards.

Iftin Charter School
Notes to the Schedule of Expenditures of Federal Awards
Year Ended June 30, 2025

A. Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with requirements of 2 CFR §200.502 *Basis for Determining Federal Awards Expended* and 2CFR §200.510(b) *Schedule of Expenditures of Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the combined financial statements.

B. Summary of Significant Accounting Policies

The expenditures reported on the schedule are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

C. Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 *Direct and Indirect Costs*. The School did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 *Indirect Costs*. No programs utilized a lower indirect cost rate based on program restrictions or other factors determined by the School. The School did not charge indirect costs to federal programs.

Other Information

**Iftin Charter School
Organization Structure
Year Ended June 30, 2025**

Iftin Charter School (Charter #0680) is a Kindergarten through Grade 8 charter school established in 2006. The authorizing entity is San Diego Unified School District.

The Board of Directors for the fiscal year ended June 30, 2025, was comprised of the following members:

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term and Term Expiration</u>
Dr. Joseph Johnson	President	Two Year Term Expires June 2027
Mulki Hersi	Treasurer	Two Year Term Expires June 2027
Rahmo Abdi	Secretary	Two Year Term Expires June 2027
Ibrahim Hassan	Member	Two Year Term Expires October 2025
Faisal Ali	Member	Two Year Term Expires June 2027
Shuayb Mumin	Member	Two Year Term Expires June 2027
Rashid Mursal	Member	Two Year Term Expires April 2026

ADMINISTRATION

Maslah Yussuf
CEO

Ali Hori
Director of School Culture and Climate

Abdi Mohamud
Operations Manager

Dr. Esther Omegbehin
Chief Academic Officer

Other Independent Auditor's Reports

Independent Auditor's Report on Internal Control Over Financial
Reporting and on Compliance and Other Matters Based on an
Audit of Financial Statements Performed in Accordance with
Government Auditing Standards

To the Board of Directors of
Iftin Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Iftin Charter School (the School) which comprise the School's statement of financial position as of June 30, 2025, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 29, 2026.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses or significant deficiencies. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

El Cajon, California
January 29, 2026

Independent Auditor's Report on Compliance for Each Major
Federal Program and Report on Internal Control Over Compliance
Required by the *Uniform Guidance*

To the Board of Directors of
Iftin Charter School

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Iftin Charter School's (the School) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2025. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditor's Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses or significant deficiencies, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

El Cajon, California
January 29, 2026

Independent Auditor's Report on State Compliance and on
Internal Controls over State Compliance

To the Board of Directors
Iftin Charter School

Report on Compliance for Applicable State Programs

Opinion on Each Applicable State Program

We have audited Iftin Charter School's (the School) compliance with the requirements specified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 applicable to the School's statutory requirements identified below for the year ended June 30, 2025.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of their applicable state programs for the year ended June 30, 2025.

Basis for Opinion on Each Applicable State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 (the Audit Guide). Our responsibilities under those standards and the Audit Guide are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each applicable state program. Our audit does not provide a legal determination of the Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Schools' state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide will always detect material noncompliance when it exists.

The risk of not detecting material noncompliance resulting from fraud is higher than that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Schools' compliance with the requirements of each applicable state program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Schools' internal control over state compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the Schools' compliance with the state laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
<u>School Districts, County Offices of Education, and Charter Schools</u>	
T. Proposition 28 Arts & Music in Schools.....	Yes
U. After/Before School Education and Safety Program.....	N/A
V. Proper Expenditure of Education Protection Account Funds.....	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts.....	Yes
X. Local Control and Accountability Plan.....	Yes
Y. Independent Study - Course Based.....	N/A
Z. Immunizations.....	No
AZ. Educator Effectiveness.....	Yes
BZ. Expanded Learning Opportunities Grant (ELO-G).....	No
CZ. Career Technical Education Incentive Grant.....	N/A
DZ. Expanded Learning Opportunities Program (ELO-P).....	Yes
EZ. Transitional Kindergarten.....	Yes
FZ. Kindergarten Continuance.....	Yes
<u>Charter Schools</u>	
AA. Attendance.....	Yes
BB. Mode of Instruction.....	Yes
CC. Nonclassroom-Based Instruction/Independent Study.....	N/A
DD. Determination of Funding for Nonclassroom-Based Instruction.....	N/A
EE. Annual Instructional Minutes - Classroom Based.....	Yes
FF. Charter School Facility Grant Program.....	N/A

N/A – The School did not offer the program during the current fiscal year or the requirement applied to a different type of LEA.

We did not perform procedures for Immunizations because the school did not appear on the California Department of Public Health list of LEAs that are subject to the audit of Immunizations.

We did not perform procedures for Expanded Learning Opportunities Grant (ELO-G) because ELO-G amounts were fully expended in prior years.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over State Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Audit Guide. Accordingly, this report is not suitable for any other purpose.

El Cajon, California
January 29, 2026

Auditor's Results, Findings & Recommendations

Iftin Charter School
 Schedule of Auditor's Results
 Year Ended June 30, 2025

FINANCIAL STATEMENTS

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are not considered material weakness(es)? Yes X No

Noncompliance material to financial statements noted? Yes X No

FEDERAL AWARDS

Internal control over major federal programs:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are not considered material weakness(es)? Yes X No

Type of auditor's report issued on compliance for major programs: Unmodified

Compliance supplement utilized for single audit November 2025

Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516(a)? Yes X No

Identification of major programs:

AL Number(s)	Name of Federal Program or Cluster
10.555	National School Lunch Program

Dollar threshold used to distinguish between Type A and Type B programs \$750,000

Auditee qualified as low-risk auditee? X Yes No

Iftin Charter School
Schedule of Auditor's Results, Continued
Year Ended June 30, 2025

STATE AWARDS

Type of auditor's report issued on compliance for state programs: Unmodified

Internal control over applicable state programs:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are
not considered material weakness(es)? Yes X No

Any audit findings disclosed that are required to be reported
in accordance with *2024-25 Guide for Annual Audits
of California K-12 Local Education Agencies?* Yes X No

Iftin Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2025

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

None

B. Federal Award Findings

None

C. State Award Findings

None

Iftin Charter School
Schedule of Prior Year Audit Findings
Year Ended June 30, 2025

<u>Finding/Recommendation</u>	<u>Status</u>	<u>Explanation if Not Implemented</u>
Finding 2024-001 Expanded Learning Opportunities Program (ELO-P) Internal Control Over Compliance (30000) State Compliance (40000) In our review of ELO-P, we noted that the charter school did not operate a program for 30 supplemental days and did not meet the requirement of nine hours on the supplemental days that were offered. It was recommended that the School should establish a summer enrichment program that is 30 days long and 9 hours on all days.	Implemented	N/A