



# **Charter Petition Staff Report**

Regarding the Renewal Charter Petition Presented on Appeal to the San  
Diego County Board of Education by

**Iftin Charter School**

San Diego County Office of Education  
Staff Report  
Presented to the San Diego County Office of Education

May 13, 2020

## Background Information

On March 3, 2020, the San Diego County Board of Education (“Board” or “County Board”) received a renewal petition (“Charter Renewal Petition” or “Renewal Petition”) on appeal, proposing to renew Iftin Charter School (“Charter School”) for a five year term beginning July 1, 2020 through June 30, 2025. The Charter Renewal Petition was originally submitted to the San Diego Unified School District, but was denied.

The County Board held a public hearing on April 8, 2020 to consider the terms of the Charter Renewal Petition and the level of support for the proposed Charter School by parents/guardians, teachers, and community members. The Board is required to grant, deny, or take no action the Renewal Petition within sixty (60) days of receipt of the Petition, unless the parties agree to a 30-day extension. Board action is scheduled to take place at the Board meeting of May 13, 2020. San Diego County Superintendent of Schools staff and legal counsel (“Review Team”) reviewed the Charter Petition and developed proposed findings of fact for consideration by the Board.

## Legal Standards

A renewal charter petition that is denied by a school district may be submitted to the county board of education for consideration (5 CCR § 11966.5). The legal standards and criteria that apply to a renewal petition submitted “on appeal” are the same that apply to school districts, as set forth in Education Code §§ 47605 and 47607, and Title 5 of the California Code of Regulations § 11966.5. A renewal charter petition, shall contain all required charter school elements outlined in Education Code § 47605, in addition to charter school renewal criteria outlined in Education Code § 47607 and Title 5 of the California Code of Regulations § 11966.5. A reviewing body “shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged” and “shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice” (Ed. Code § 47605(b)). Additionally, a reviewing body should:

A county board of education may deny a petition only if it makes written factual findings to support one or more of the following findings:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;

3. The petition does not contain an affirmation of each of the conditions described in Section 47605; or
4. The petition does not contain reasonably comprehensive descriptions of all of the following:
  - a. Educational program, including LCAP annual goals and actions for all pupils and each subgroup of pupils
  - b. Measurable pupil outcomes, aligned with State priorities
  - c. Method by which pupil progress in meeting outcomes is to be measured
  - d. Governance structure
  - e. Employee qualification
  - f. Health and safety procedures
  - g. Means to achieve racial and ethnic balance
  - h. Admission policies and procedures
  - i. Fiscal audits
  - j. Suspension and expulsion procedures
  - k. Retirement programs
  - l. Public school alternatives in county
  - m. Employee return rights
  - n. Dispute resolution
  - o. Closure procedures
5. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees for purposes of Government Code section 3540 et seq. (i.e., collective bargaining).
6. The petition must contain a reasonably comprehensive description of any new requirement enacted into law after the charter was originally granted or last renewed.
7. Increases in pupil academic achievement for all groups of pupils served by the charter school shall be considered the most important factor in determining whether to grant a charter renewal.
8. The charter school must meet at least one of the following criteria before receiving a charter renewal:
  - a. *Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.\**
  - b. *Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.\**

- c. *Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.\**
  - d. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
9. *\*Criteria listed above in a-c are no longer relevant, as API scores no longer exist. The criteria in a-c have been superseded by Education Code section 52052(f). Review and consideration of the past performance of the charter school's student academics, finances and operations in evaluating the likelihood of future success, along with future plans for improvement, if any.*

In addition, petitioners are required to provide information regarding the proposed operation and potential effects of the charter school, including the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any. A charter school may propose to operate at multiple sites within the school district (in which the petition was originally submitted) if each location is identified in the charter petition. If approved by a county board of education, a charter school is subject to the same geographic restrictions that would have applied if it received school district approval.

If a county board of education grants a charter petition on appeal, the county board of education becomes the chartering authority and oversight agency. If a county board of education denies a charter petition submitted on appeal, petitioners may file the petition with the state board of education (5 CCR § 11966.5(d)).

## Proposed Findings

The Review Team has identified the following findings of the Charter Petition:

- 1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.**
  - a. The charter school is currently employing uncredentialed educators as instructors within the educational program.  
Two teachers are not verified to be credentialed. One of these teachers only holds a Certificate of Clearance (COC). The other teacher was issued a teaching credential on 4/27/20, prior to 4/27/20 only a COC was held by the teacher.
  - b. The charter school's leadership and staffing has been unstable for the past five years. This lack of stability does not lend itself to a sound educational program for students.

- Three principals in last five years
- Five instructional leaders in last five years
- Four educational specialists in last five years
- During the capacity interview, charter school claimed 95% retention of staff during the 19-20 school year.

	15-16	16-17	17-18	18-19	19-20
<b>Teacher Attrition</b>	Loss of at least 8 teachers	unknown	unknown	70% (17 of 24)	47% (8 of 17)

**2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.**

**Financial Budget and Projections.** The charter school has based its budget projections on an increase in enrollment and ADA over the next five years, as seen by the red bars in the graphs below. Over the charter school's past charter term of operation, the school has seen a decline in enrollment from 476 students in 2014-15 to 339 students as of October 2019. The decline represents a loss of 137 in student enrollment and 124.63 in average daily attendance (ADA).



It is uncertain, based on past operation of the charter school whether they would see yearly increases to enrollment and ADA. During the capacity interview with Iftin charter school, the leadership shared that the reason for increased ADA and enrollment was attributable to the increase in recruitment efforts. The charter school also shared that their current year enrollment prior to COVID-19 was at 354 enrolled students.

Revenue projections are heavily dependent on the increase in student enrollment and ADA. The increases in enrollment represent the following increases in Local Control Funding Formula (LCFF) revenue:

- 2020-21: \$144,000

- 2021-22: \$309,000
- 2022-23: \$516,000
- 2023-24: \$747,000
- 2024-25: \$972,000

If the enrollment and ADA projections do not come to fruition, the charter school would see a decline in revenue by the amounts listed above. While the charter school currently has a healthy ending fund balance, losses in revenue could erode the ending fund balance.

In contrast, the charter school has not appropriately accounted for all expenditures in its multi-year budget projection. Currently the charter school is projecting steady increases to salaries and employee benefits in alignment with step and column salary increases, collectively bargained salary increases, STRS and PERS rates and payroll tax rates.

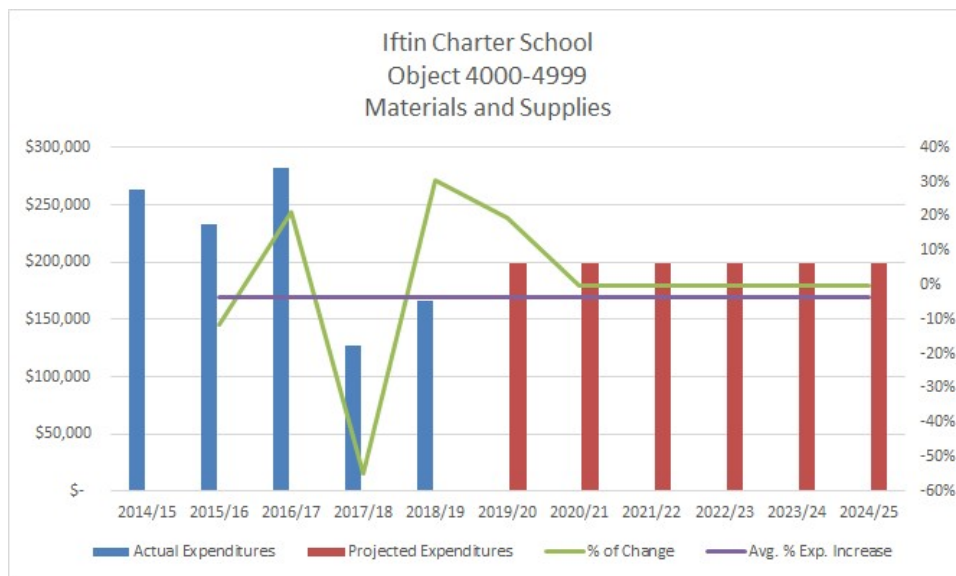
In contrast, the charter school has projected flat expenditures for all materials and supplies (4000-4999 object codes), and services, consultants and other operating expenses (5000-5999 object codes). The only exception is the line item for “District Oversight Fee” which is calculated at 3% of their LCFF revenues. Expenditures in these categories include but are not limited to, instructional supplies, software and licensing, textbooks, insurance, professional consulting services, utilities, legal costs, student transportation and facilities costs. The costs of these two categories represent close to 30% of the charter school’s budget.

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>4000-4999</b>	\$ 198,599	\$ 198,599	\$ 198,599	\$198,599	\$ 198,599	\$ 198,599
<b>% of Budget</b>	5.05%	4.93%	4.75%	4.58%	4.42%	4.37%
<b>5000-5999</b>	\$1,022,297	\$ 1,028,467	\$ 1,036,277	\$ 1,045,777	\$ 1,056,133	\$ 1,062,897
<b>% of Budget</b>	26%	26%	25%	24%	24%	23%

<b>Total Expenditures</b>	\$ 3,930,816	\$ 4,026,126	\$ 4,179,908	\$ 4,339,476	\$ 4,492,608	\$ 4,548,595

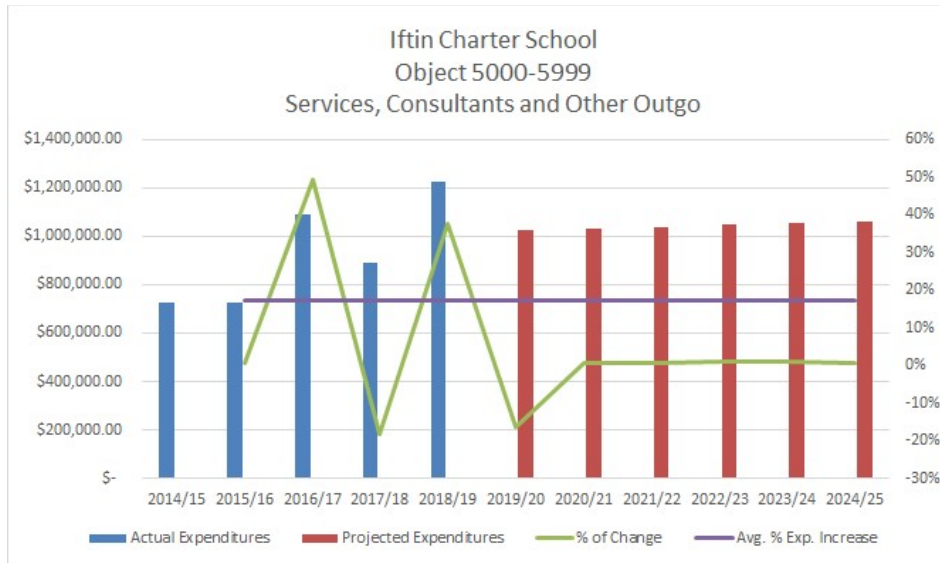
It is unlikely that all expenditures planned in each of these categories would remain flat from 2019-20 through 2024-25. Over the past charter term, the charter school has seen fluctuations in these accounts representing the following and depicted in the below graphs:

- *4000-4999 Materials and Supplies: While the average from 2014-15 through 2018-19 is a decrease of 4%, the charter school still experienced an increase of 31% in 2018-19 and a projected increase of 20% in 2019-20.*



- *5000-5999 Services and Other Outgo: While the average from 2014-15 through 2018-19 is an increase of 17%, the charter school has seen fluctuations from year to year of an increase of 49% to a decrease of 18%.*





Should expenditures increase on a natural trend, the charter school will see a reduction to their ending fund balance.

**Civil Actions and Complaints.** Public records indicate that Iftin has been the subject of at least five civil lawsuits throughout the course of the current charter term. Three of these lawsuits involve employment-related claims against the charter school, including breach of employment contract and wrongful termination. The mere existence of lawsuits does not mean that the charter school was at fault, or engaged in any wrongdoing, and all but one lawsuit is no longer active based on a public records search. Nevertheless, the volume of lawsuits and theme related to employment actions is of note. There is also evidence, from charter school board meeting agendas, that at least one charter school employee has previously filed a Department of Fair and Employment and Housing (DFEH) complaint against the school, and the charter school's current authorizer reports it is aware of an Equal Employment Opportunity Commission (EEOC) complaint having been filed in the 2017-2018 school year. Based on court records, the charter school is currently involved in active litigation involving a wrongful termination claim, in the case of *Martinez vs. Iftin Charter School*, San Diego County Superior Court Case No. 37-201700051048-CU-WT-CTL.

**Brown Act Compliance.** There is evidence that the charter school is either not fully compliant with the Ralph M. Brown Act (Brown Act), or is not compliant on a regular basis. Concerns are noted elsewhere in this report regarding whether all board meetings where there is a quorum are, in fact, properly made public. Also, the petition references certain governing board sub-committees, but it is not clear whether Brown Act requirements are being followed with respect to those committees. Of further note, the charter school's website does not contain a prominent, direct web link to its current board agenda, as is required by Government Code section 54954.2(a)(2)(A) for all board

meetings occurring on or after January 1, 2019. Board agendas available online and reviewed by staff also do not provide an opportunity for public comment. While a “public hearing” item is listed on most agendas, its description indicates, “This is the appropriate point in the meeting for any members of the audience to speak on matters of special interest or concern *not on the present agenda*.” Under the Brown Act, members of the public must be afforded an opportunity to address the legislative body on any item on the agenda during a public comment period, before or during the legislative body’s consideration of the item, and on any item of interest to the public that is within the subject matter jurisdiction of the legislative body. Based on a review of the agendas, this does not appear to be consistently taking place.

Finally, the charter school’s board meeting agendas indicate open session agenda item descriptions may not be Brown Act compliant. There is a general Brown Act requirement that meeting agenda items be described in a simple, but clear and unambiguous manner, so that the public knows the essential nature of the business to be considered by the agency. (*Olson v. Hornbrook Community Services District* (2019) 33 Cal.App.5th 502.) The charter school’s agendas often do not meet this requirement. For example, the November 1, 2019 board agenda included the following as an agenda description for a discussion item: “After School Program.” This does not indicate the essential nature of the business to be considered related to the after school program.

**Conflict of Interest Code.** The charter school’s Conflict of Interest Code is provided as an attachment to the petition. The current code was adopted in 2016. A primary purpose of a conflict of interest code is to require designated positions to disclose those types of investments, interests in real property, sources of income and business positions that may be affected in their decision-making. Every conflict of interest code must list designated positions. Positions in the charter school that make or participate in making decisions that may foreseeably have an impact on the charter school’s economic interests must be subject to the disclosure and disqualification requirements of the code. (Gov. Code, § 82019.) Based on a review of the charter school’s organization chart, it appears certain positions should be properly designated within the code, but are not. These may include the Parent Liaison, Registrar, and potentially the Custodian Lead—to the extent that the individual may make purchasing or operational decisions. Further, the Charter School Management Corporation (CSMC) is an outside consulting firm providing critical business services to the school, yet it is not designated within the conflict of interest code. Finally, in every even-numbered year local agencies are required to conduct a biennial review and update their codes, if necessary. There are specific timelines and procedures for completing this process, though they are not accounted for in the petition and there is no evidence the charter school undertakes such a review every two years.

**3. The petition does not contain an affirmation of each of the conditions described in Section 47605(d).**

While the charter school included in the charter petition all required affirmations in the charter petition including new requirements of SB 75 (eff. July 1, 2019), which added Education Code section 47605(d)(4)-(5), it does not appear that the implementation of these affirmations is occurring. SB 75 added to the Education Code a requirement that a charter school post the appropriate notice, developed by the California Department of Education (CDE), on the charter school's website. At this time, the CDE Charter School Complaint Notice and Form is not posted on the charter school's website.

During the capacity interview, the charter school was asked about their processes in relation to SB 75, to which the school did not have a response at the time of the interview. It is unclear if the charter school is fully complying with this new requirement, including posting the notice on their website, and also distributing it to parents and students at the prescribed events in Education Code section 47605(d)(4).

**4. The petition does not contain reasonably comprehensive description of measurable pupil outcomes, aligned with State priorities.**

The charter school did not clearly outline all the required metrics for state priority areas. Additionally, academic achievement outcomes for all students and all groups of pupils were not clearly stated.

**5. The petition does not contain reasonably comprehensive description of the governance structure.**

A reasonably comprehensive description of a charter school's governance structure should evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents (guardians); and (3) the educational program will be successful. (5 C.C.R. § 11967.5.1(f)(4)(b).)

Governing board composition and selection. The petition states that the governing board size shall be between five and nine members, to include at least one community member and one charter school parent. But the petition does not identify or discuss the board member selection process in a meaningful way, and it is impossible from the petition to fully understand how board members are selected. Further, the qualifications and criteria for selecting board members are not clear. The petition indicates board member qualifications include "ability to attend board meetings," but this criteria relates to an individual's personal schedule rather than a qualification to serve on the board. Similarly, to be qualified, board members must have "a willingness to actively support and promote the corporation," but this too does not provide a specific or measurable qualification to serve as a charter school board member.

Biographies are not provided for current board members, making it difficult to assess their qualifications for the role.

Charter school representatives were unable to provide more specific details during the capacity interview, and the responses suggest that the charter school does not have a consistent process in place for the selection of its governing board. Charter school representatives stated in the capacity interview that the charter school “usually” advertises the position and the interviews “are almost always public.” In addition to concerns noted regarding composition and selection of members, the capacity interview responses suggest that interviews of board candidates may not always take place in public, raising concerns regarding transparency and compliance with the Brown Act opening meeting requirements.

Consistent governing board leadership and turnover. There is evidence of turnover on the board of directors, leading to potential concerns regarding consistency of leadership. The charter school petition and the corporation’s Statement of Information filed with the California Secretary of State in October 2019 lists Abdulkarim Warsame as the Chief Executive Officer, but per the charter school’s website, he is now no longer a member of the board, and a different individual is serving as President. The Statement of Information does not reflect this updated information. In the capacity interview, charter school representatives indicated that this previous board President was elected in November 2019 and resigned February 2020, at which time a new board president was elected. Details regarding Mr. Warsame’s resignation were not disclosed.

Active and effective representation of interested parties, including parents. The petition indicates that the charter school will ensure the involvement of stakeholders, but aside from parents it is unclear who the charter school considers to be its stakeholders. The petition also states parents may be involved in the school through a variety of means including the EL Advisory Committee (ELAC), School Site Committees, and School Site Council (SSC). But aside from these representations, the petition generally does not identify the size, member composition, or selection process for the SSC, ELAC, or School Site Committees. The charter school’s website does not offer clarification on this point. During the capacity interview, charter school representatives were not able to provide specific details indicating there is a uniform policy or procedure in place for the composition and selection of the SSC members. Per the charter school’s website, there have been only three meetings of the SSC this school year.

Policies and procedures governing operation of the charter school. In multiple places throughout the petition, certain policies and procedures governing charter school operations are referenced. This includes human resource policies, internal complaint policies, health and safety procedures, risk management policies, and a reference to the board’s role in “promulgating all internal policies.” Despite these references, no such

policies were provided with the petition, policies do not appear to be available on the charter school's website, and it is generally unclear what policies actually govern the operations of the school, or if those policies are sufficient and legally compliant.

Conflict of interest: board members and consultants. The petition's affirmations provide one statement indicating the charter school will comply with all applicable conflict of interest laws, including the Political Reform Act and Government Code section 1090. Within the governance section, however, aside from a citation to the appendix's Conflict of Interest Code, there is no discussion of measures in place to ensure the board's compliance with section 1090, the Political Reform Act, or other conflict of interest laws in its decision making processes. Additionally, Article VI, Section 6 of the Board Bylaws, included with the petition, states "no more than forty-nine percent (49%) of the Directors serving at any one time may be interested persons". This definition is in alignment with the Corporations Code; however, to ensure compliance with the law, the board must remain mindful of its obligations with regard to such interested persons under Government Code section 1090 and the Political Reform Act, as required by SB 126.

During the capacity interview, charter school representatives indicated that their fiscal policy is compliant with Government Code section 1090 and conflict of interest requirements; however, representatives were unable to provide specific details regarding their fiscal policy, particularly its application to board members, the retention of consultants, or third party providers.

The SDCOE Charter School staff requested the current Form 700's for Iftin Charter School. Included in the petition, within the Conflict of Interest Code, were the descriptions and designated employees of the charter school required to file a Form 700. Included on this list were members of the board of directors, director of operations (program director, executive director) fiscal manager, and Principal/CEO. Legal counsel and auditor were listed as non-designated positions. Of the current Form 700's submitted to SDCOE only 1 displayed a filing confirmation number, and there were no Form 700's filed for the following positions: program director, executive director, fiscal manager. During the capacity interview, it was unclear what process is in place to record Form 700's and file them with the appropriate agency.

**6. The petition does not contain reasonably comprehensive description of employee qualifications.**

The charter school has outlined the qualifications of key positions within the charter petition; however, it is still unclear how qualifications are determined for all positions at the charter school. For example, the Principal of the charter school does not require any teaching experience, administrative experience, teaching credential or administrative

credential. While the Education Code does not require an administrative credential for positions within charter schools, typically a principal would have teaching experience and an educational background.

EC Section 47605(l) requires teachers of charter schools who teach core classes, hold an appropriate teaching credential. The Commission for Teacher Credentialing (CTC) oversees and issues teacher credentialing. The SDCOE staff performed a credential check, using the CTC online database, of the current teachers at Iftin Charter School. Out of 21 teachers, SDCOE staff could not find appropriate credentials for 2 teachers within the CTC online database.

In addition, while qualifications are provided for the charter school's instructional and non-instructional support staff positions, it is difficult to determine if the qualifications are adequate, because no job duties have been provided for any position. For example, the Health Technician position requires a CPR and First Aid certificate, but does not require a nursing certificate. The Review Team is unable to assess the adequacy of these qualifications, because the duties and level of direct medical care provided to students in this position are not disclosed.

**7. The Petition does not contain a reasonably comprehensive description of dispute resolution procedures.**

**Internal Disputes, generally.** The petition does not contain a complete or comprehensive explanation of the process the charter school will use to resolve internal complaints and disputes, including between students, staff, parents, volunteers, governing board members, and others. The petition indicates internal disputes will be resolved "pursuant to policies and processes, including the Uniform Complaint Procedure, developed by the Charter School." However, aside from its Uniform Complaint Procedures (UCP) policy, the petition does not contain any "policies and processes" for resolving internal complaints and disputes. It is unclear what procedures the charter school would use to respond to complaints against charter school employees, employee harassment or discrimination complaints, or other complaints that do not fall within the scope of the UCP.

**Uniform Complaint Procedures.** The UCP establishes a uniform process for Local Education Agencies (LEA), including charter schools, to investigate complaints alleging violation of federal or state laws and regulations related to certain educational programs, certain allegations of discrimination or harassment, and other complaints falling within the scope of the UCP. A UCP complaint must be filed and investigated by way of the processes provided in the California Code of Regulations, Title 5, sections 4600-4687. LEA policies should reflect compliance with the same.

The petition provides the charter school's UCP policy as an appendix. The policy was adopted in 2013, and does not demonstrate compliance with, or full awareness of, currently applicable laws. For example, the UCP provides that anonymous complaints must be permitted in certain areas, including related to pupil fees, but the charter school's policy does not allow for this. Nor does the policy provide for an extended one year timeline to submit pupil fee complaints, required by law. The charter school's UCP policy and associated forms omit critical categories of protected individuals. Under the UCP, individuals may allege unlawful discrimination, harassment, intimidation or bullying against any protected group identified under Education Code sections 200 and 220, and Government Code section 11135. The charter school's UCP policy enumerates categories of protected individuals who may file complaints under the policy. Its UCP complaint form similarly creates a forced-choice selection, under which individuals alleging discrimination, harassment, intimidation, or bullying, must "circle the actual or perceived characteristic" their complaint is based upon, from a list provided. But the policy and complaint form omit critical categories of characteristics protected by law, including immigration status, medical condition, genetic information, and marital status. Unless an individual identifying with one of these characteristics was familiar with the UCP law, they may not know from the procedure or form of their right to file a complaint.

The UCP policy also demonstrates possible unfamiliarity with certain laws governing charter schools, including Education Code section 48985, made applicable to charter schools on July 1, 2019 by Senate Bill 75. Section 48985 provides, if 15 percent or more of the pupils enrolled in a public school speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of pupils shall, in addition to being written in English, be written in the primary language. According to the California Department of Education, 81.71% of the charter school's students speak Somali. Yet, if it is "not feasible" for the charter school to write the UCP report in the complainant's primary language, the policy provides that a community member will interpret the report for the complainant.

Finally, the UCP policy's investigation procedures are of note. The California Code of Regulations, Title 5, section 4630(b)(3) provides that UCP investigations of discrimination, harassment, intimidation or bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process. But the charter school's complaint procedures provide for an investigatory process whereby the complainant and respondent will be brought together to "discuss the complaint" and "question each other or each other's witnesses."

**The Review Team has identified the following renewal findings of the Charter Petition:**



**9. The petition must contain a reasonably comprehensive description of any new requirement enacted into law after the charter was originally granted or last renewed.**

**SB 126 (Leyva).** SB 126 (effective January 1, 2020), requires charter schools operate under the following:

- a. Ralph M. Brown Act/Bagley-Keene Open Meeting Act
- b. Government Code 1090
- c. California Public Records Act
- d. Political Reform Act

As mentioned in previous sections, while reference to these laws is made on the face of the petition, it is unclear whether these new requirements are being followed, or consistently followed.

**SB 75 (Budget Trailer Omnibus).** SB 75 added section Education Code section 47605(d)(4)-(5), which does not allow for charter schools to discourage enrollment, or encourage disenrollment. It also provides a notice and complaint form developed by CDE to be posted on the charter school's website and distributed to parents and students at specified events. As previously noted in Section 3 above, it does not appear that the charter school is in compliance with this requirement. The petition does not mention or otherwise demonstrate knowledge of any component of SB 75.

**AB 1505 (O'Donnell).** AB 1505 (effective July 1, 2020) adds many new requirements for charter schools, including all teachers, whether core, non-core, or non college preparatory, must be appropriately credentialed for their assignment. Teacher credentialing is administered by the Commission for Teacher Credentialing (CTC). As mentioned in Section 1a, The SDCOE Charter School staff performed a credential check using the CTC online database. There were 2 teachers who either did not have a credential, or who were only recently awarded a credential.

**SB 982 (Holden).** SB 982 (effective October 12, 2019) requires students who are suspended for 2 or more days will be provided with homework assignments, upon request from the parent or legal guardian. The suspension and expulsion section included in the petition does not include this new requirement.

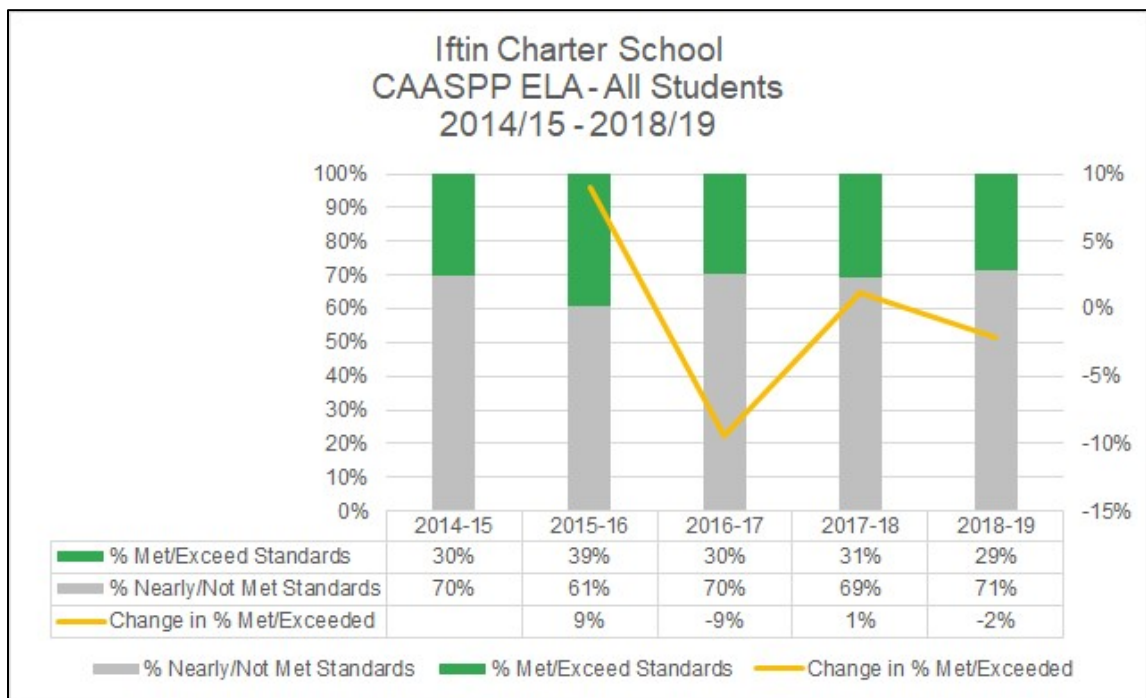
**10. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.**



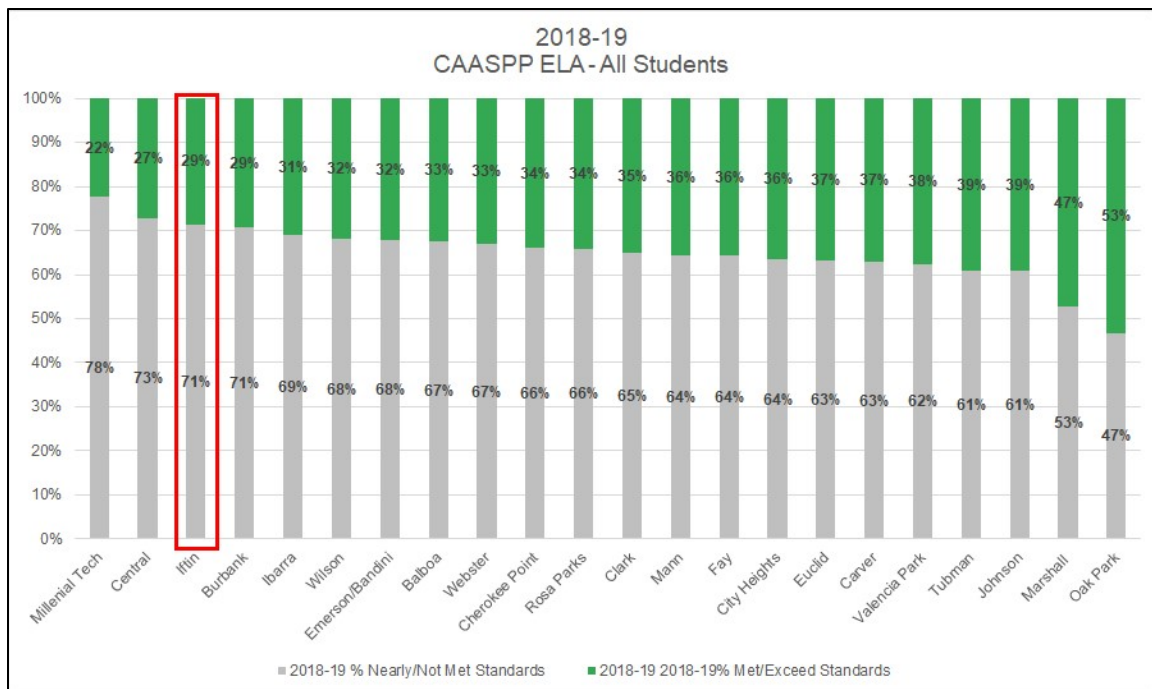
The charter school is located near several other San Diego Unified School District school sites of similar proximity and demographics. The below analysis is broken down by English Language Arts (ELA) and Mathematics.

### ELA

In the 2018-19 school year 29% of Iftin Charter School students met or exceeded ELA standards on the California Assessment of Student Performance and Progress (CAASPP). In the 3 prior years, the charter school has seen an overall decline in the percentage of students meeting or exceeding standards.

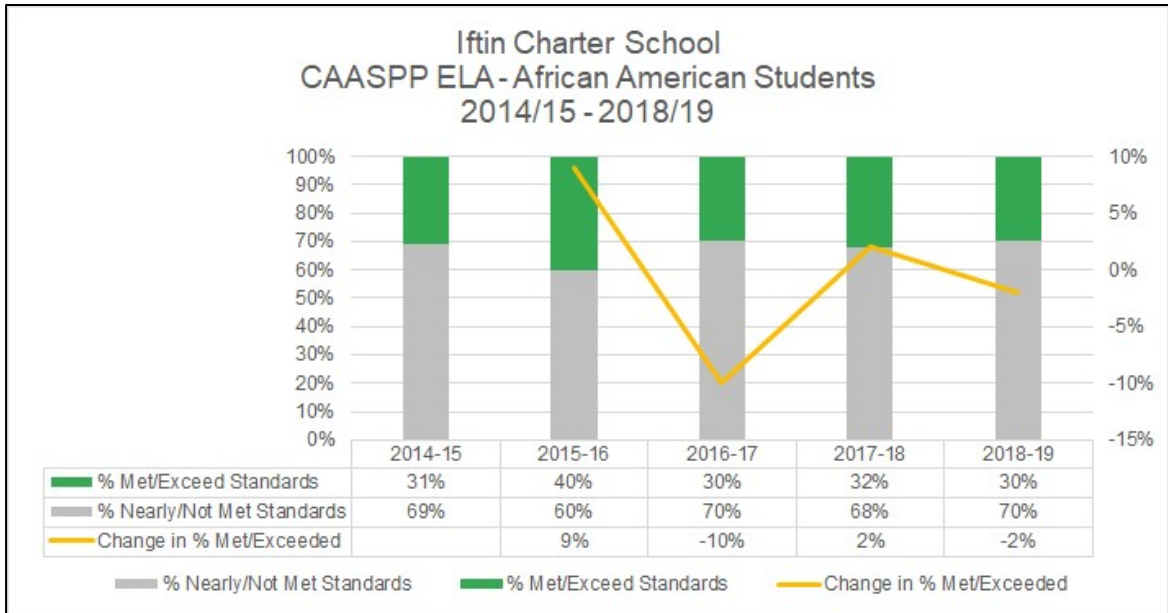


As compared to the CAASPP ELA scores of all students at San Diego Unified School District schools, the charter school outperforms 2 of the 21 schools used for comparison.

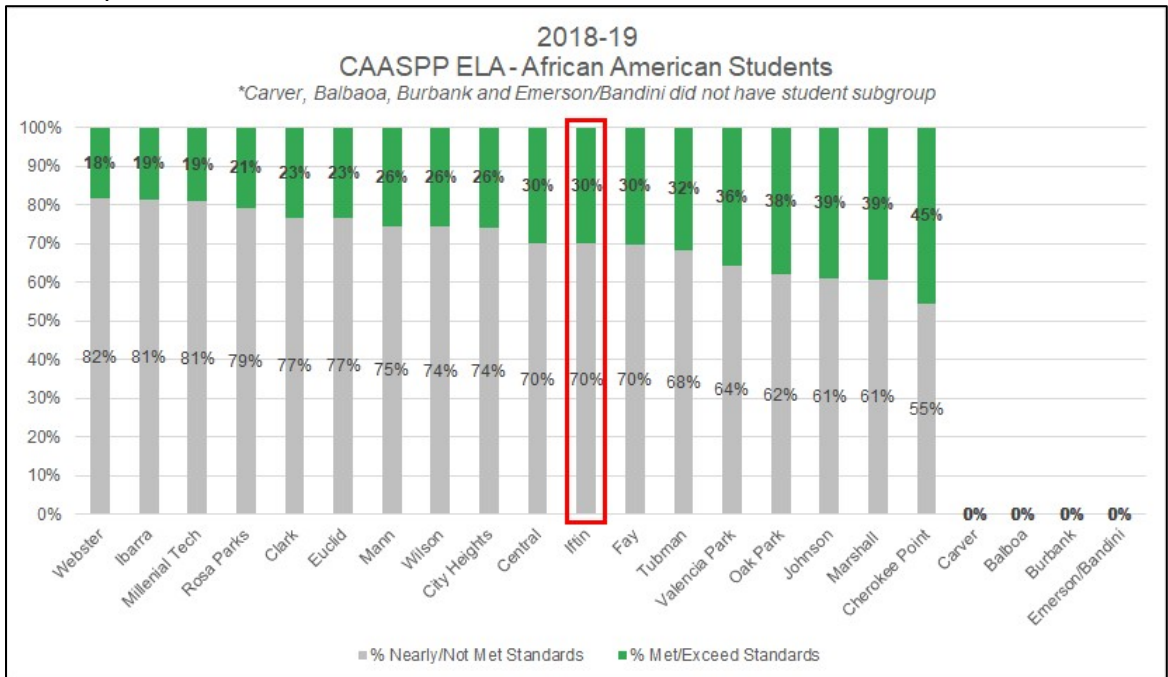


The charter school has three major student subgroups, African American, Economically Disadvantaged, and English Learners. Below are the charter school's performance levels for each of these student subgroups, as well as comparisons to San Diego Unified School District schools who shared the same student subgroups.

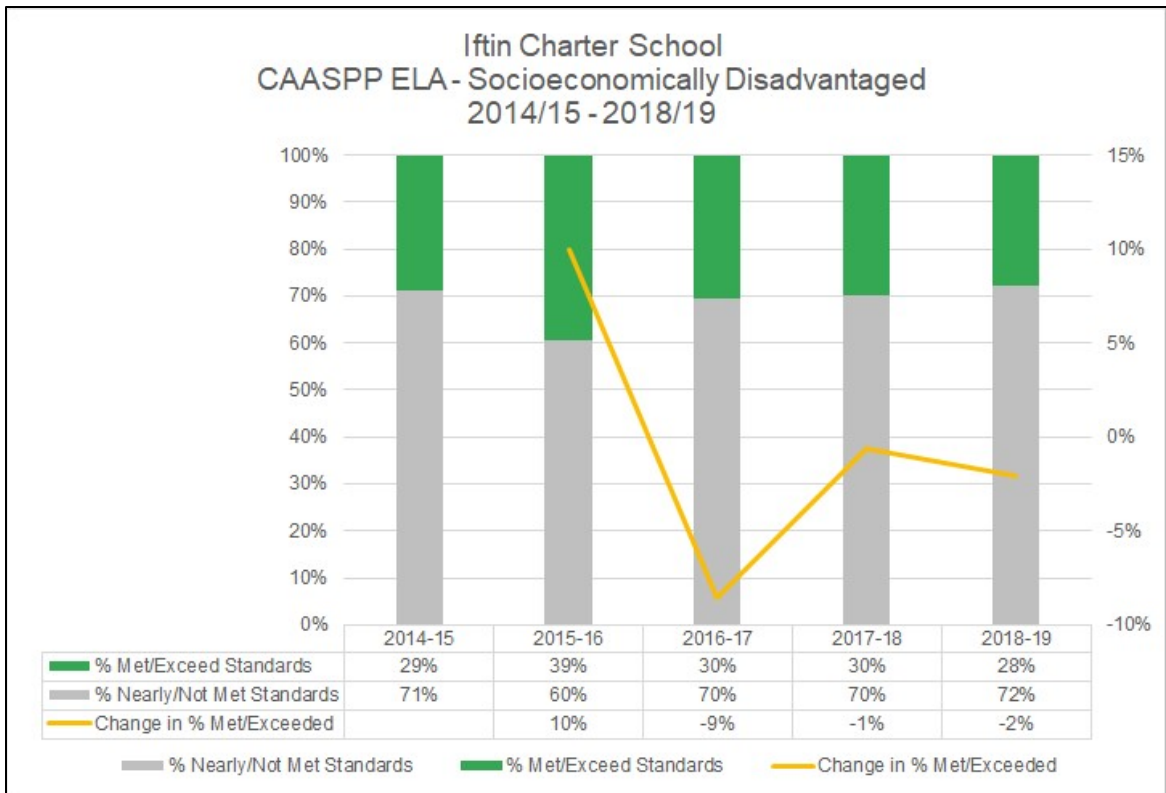
The charter school's most recent test year of data shows that 30% of African American students are meeting or exceeding standards. There have been increases and decreases in the percentage of African American students meeting or exceeding standards over the course of the current charter term; however, the overall trend is a decrease.



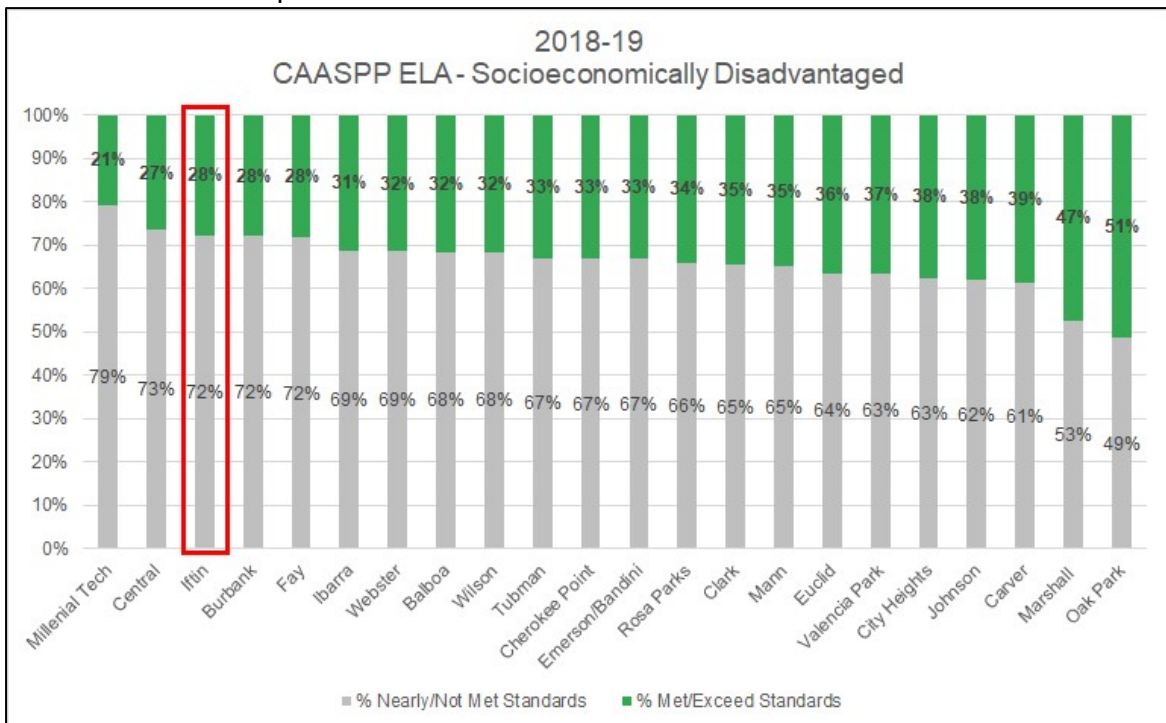
As compared to the CAASPP ELA scores of African American students at San Diego Unified School District schools, the charter school outperforms 10 of the 17 schools used for comparison.



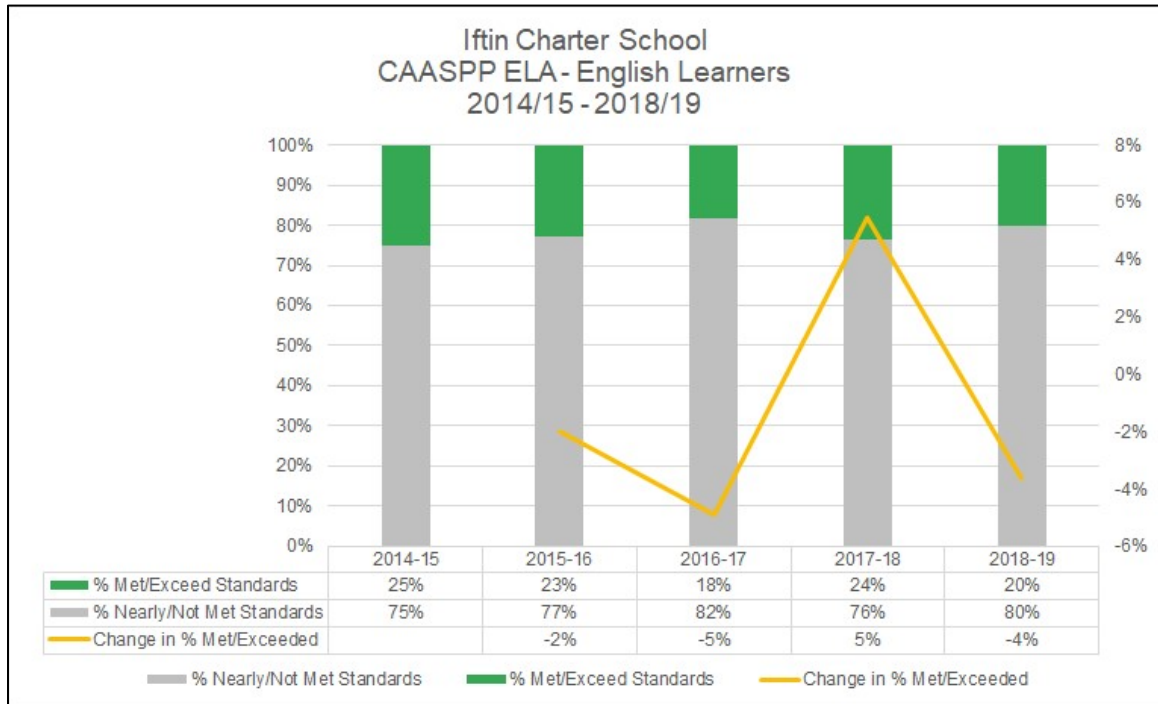
The charter school's most recent test year of data shows that 28% of socioeconomically disadvantaged students are meeting or exceeding standards. There have been increases and decreases in the percentage of socioeconomically disadvantaged students meeting or exceeding standards over the course of the current charter term; however, the overall trend is a decrease.



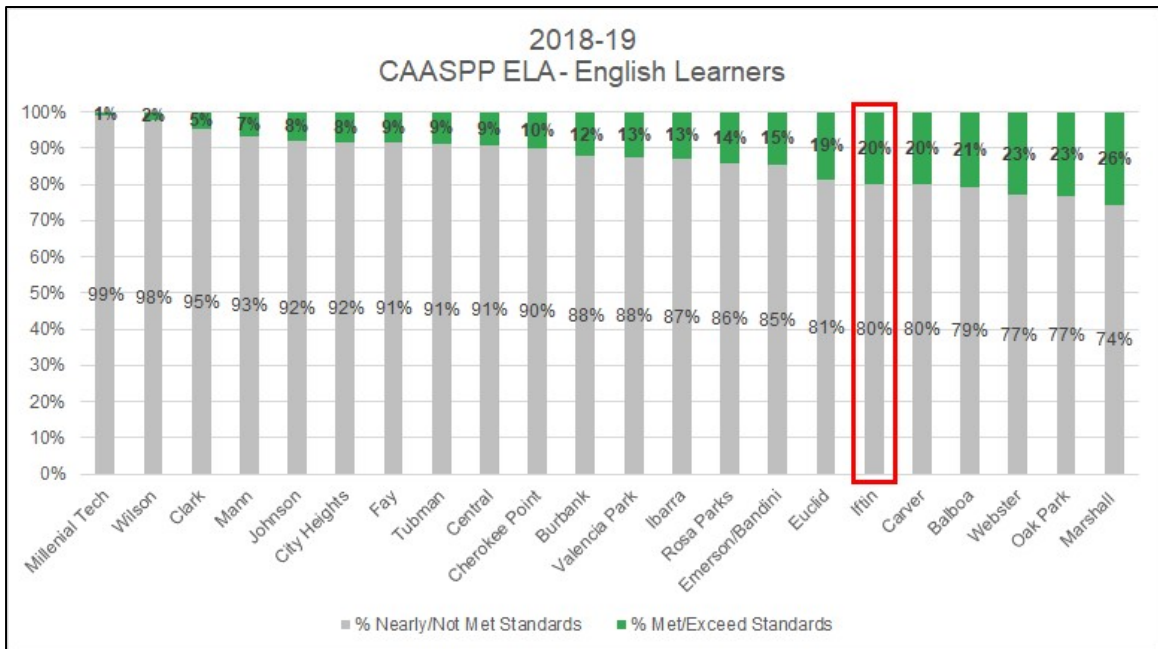
As compared to the CAASPP ELA scores of socioeconomically disadvantaged students at San Diego Unified School District schools, the charter school outperforms 2 of the 21 schools used for comparison.



The charter school's most recent test year of data shows that 20% of English learner students are meeting or exceeding standards. There have been increases and decreases in the percentage of English learner students meeting or exceeding standards over the course of the current charter term; however, the overall trend is a decrease.

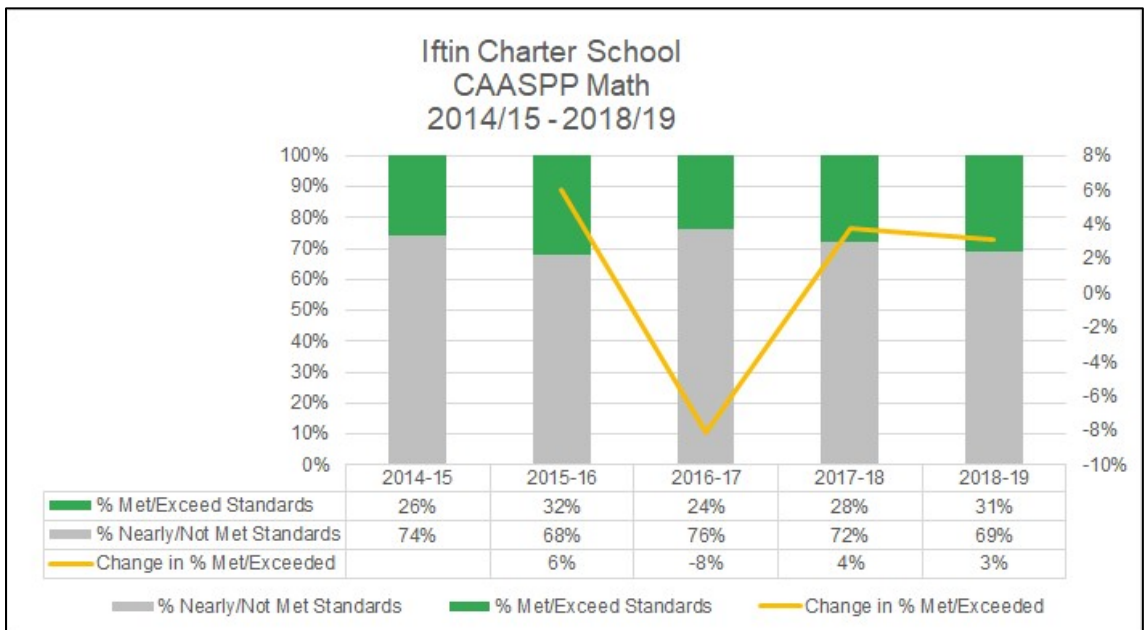


As compared to the CAASPP ELA scores of English learner students at San Diego Unified School District schools, the charter school outperforms 16 of the 21 schools used for comparison.



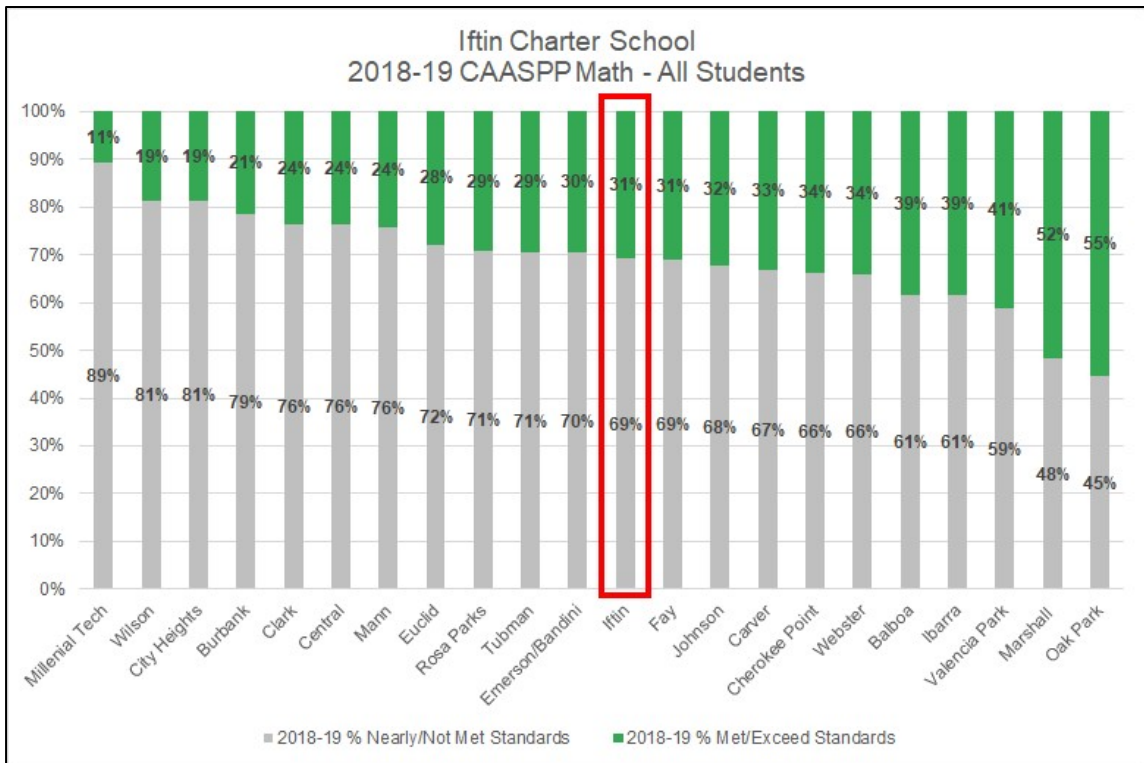
### Mathematics

In the 2018-19 school year 31% of Iftin Charter School students met or exceeded Math standards on the CAASPP. In the 3 prior years, the charter school has seen a slight increase in the percentage of students meeting or exceeding standards.

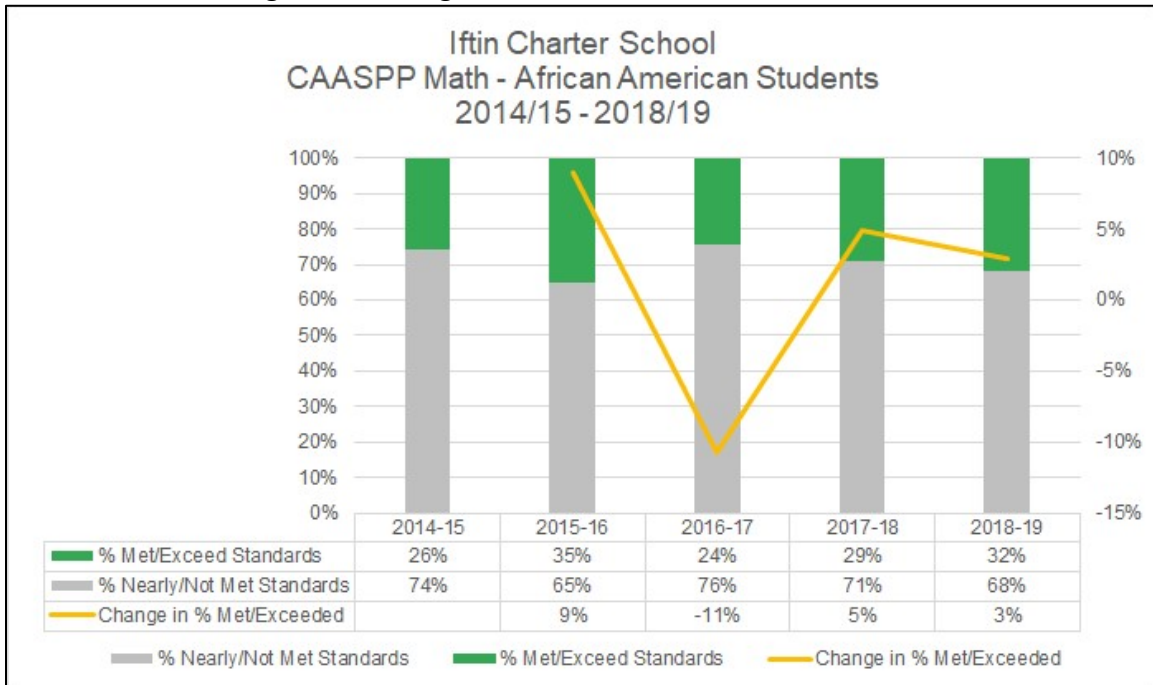


When Iftin Charter School's CAASPP performance in math is compared to the schools of San Diego Unified School District, it outperforms 11 of 21 district schools.

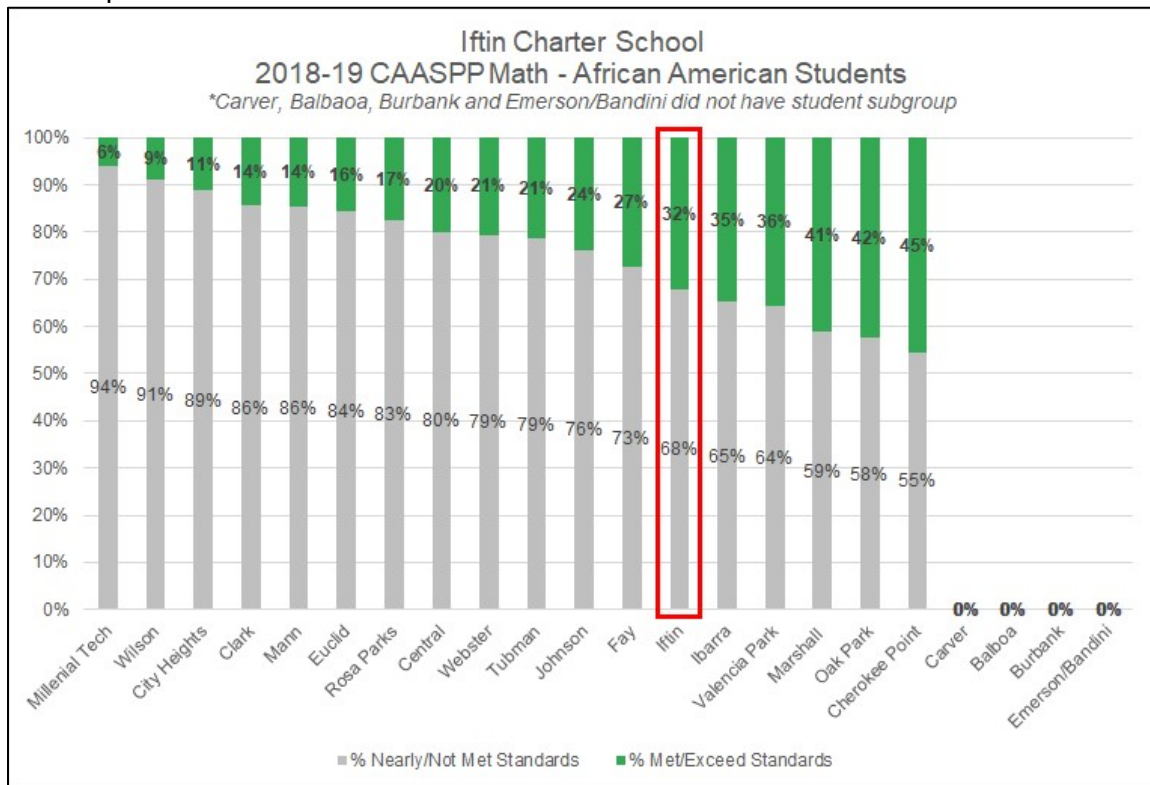




The charter school's most recent test year of data shows that 32% of African American students are meeting or exceeding standards.

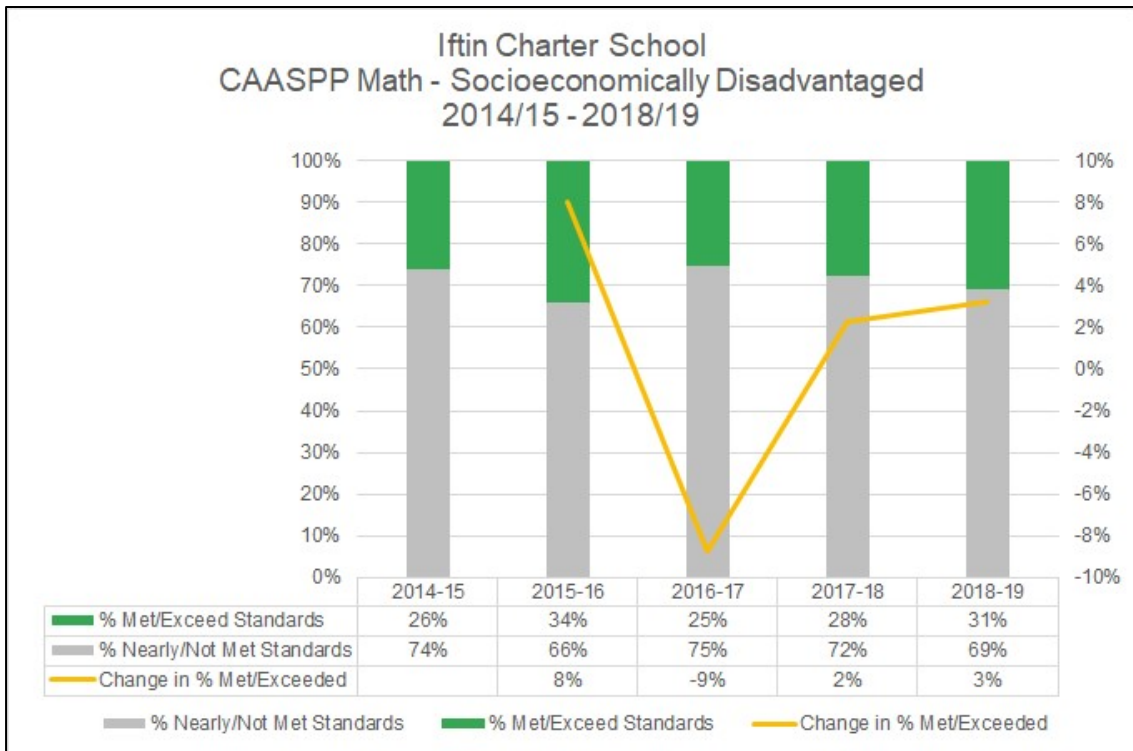


As compared to the CAASPP math scores of African American students at San Diego Unified School District schools, the charter school outperforms 12 of the 17 schools used for comparison.

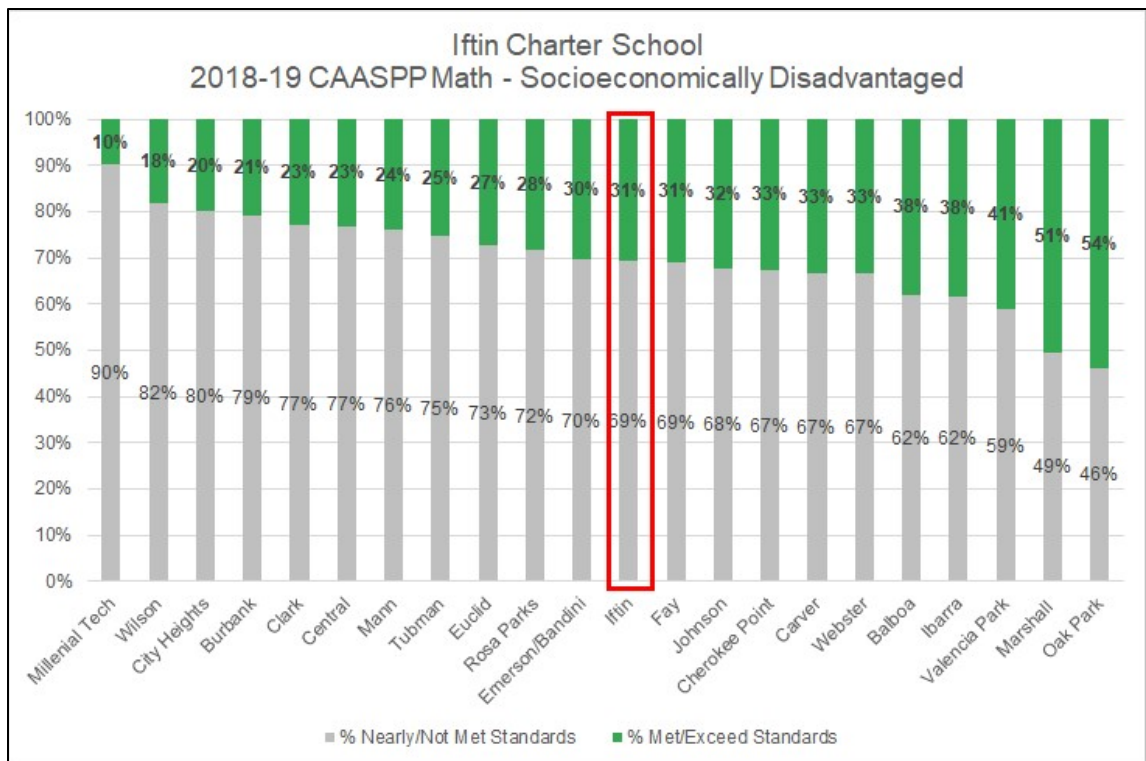


The charter school's most recent test year of data shows that 31% of socioeconomically disadvantaged students are meeting or exceeding standards.

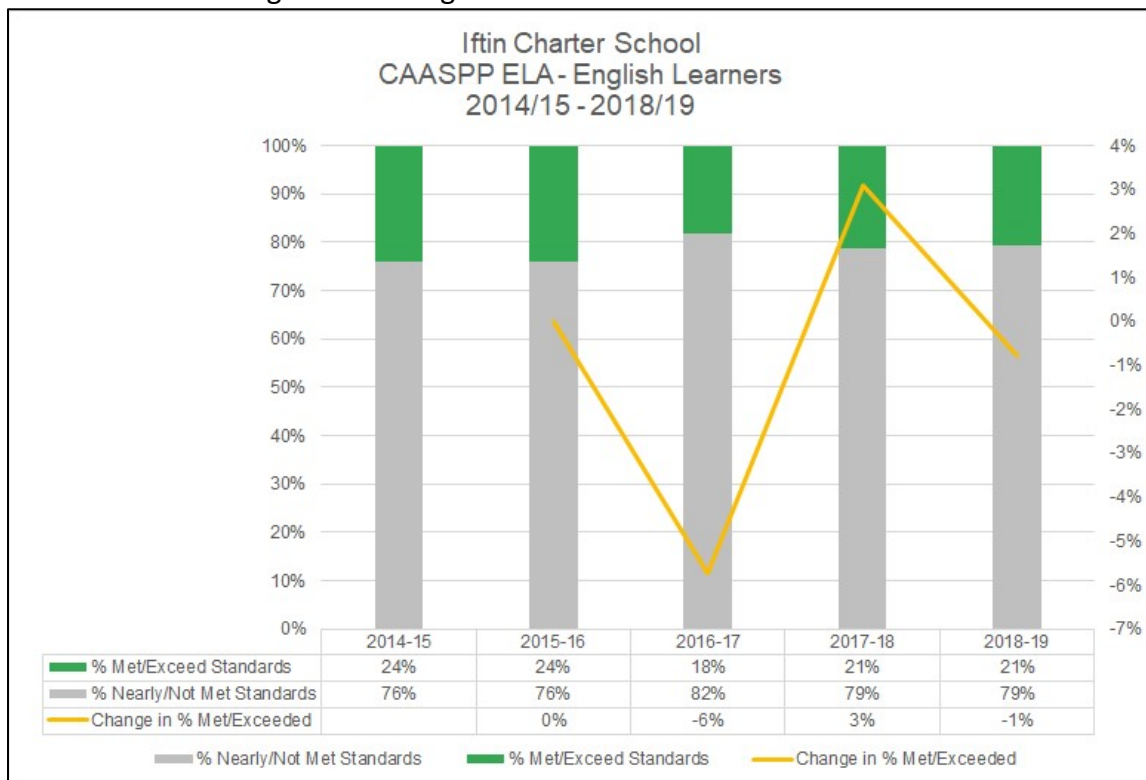




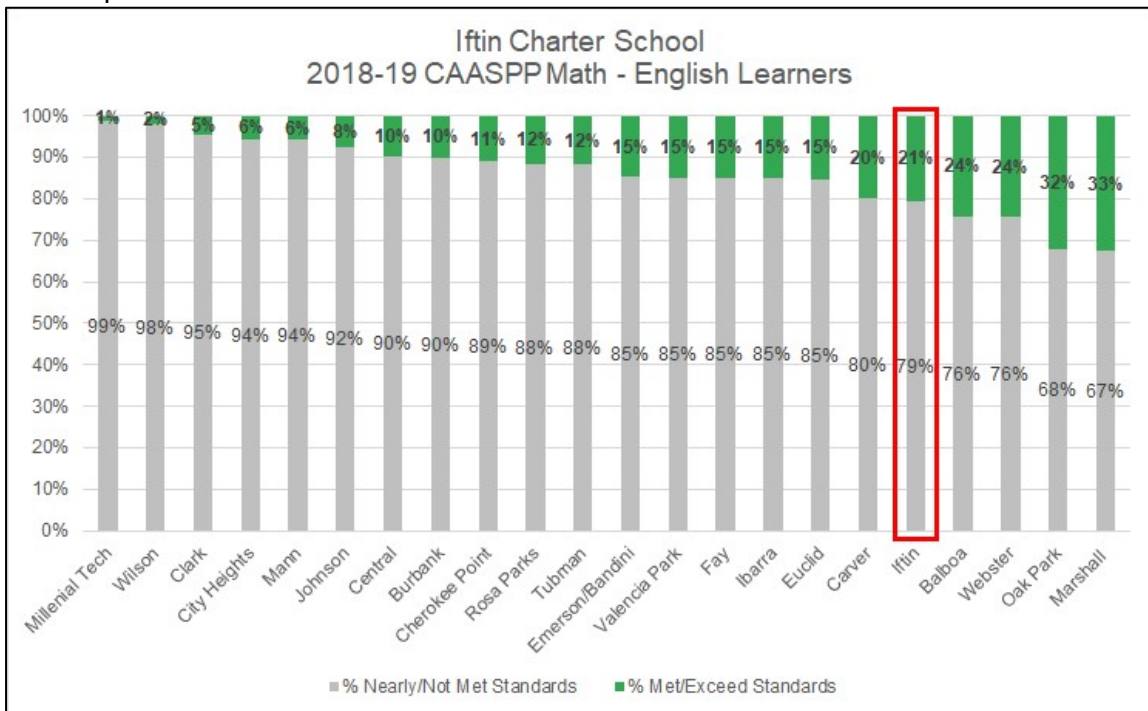
As compared to the CAASPP math scores of socioeconomically disadvantaged students at San Diego Unified School District schools, the charter school outperforms 11 of the 21 schools used for comparison.



The charter school's most recent test year of data shows that 21% of English learner students are meeting or exceeding standards.



As compared to the CAASPP math scores of English learner students at San Diego Unified School District schools, the charter school outperforms 17 of the 21 schools used for comparison.



**11. Review and consideration of the past performance of the charter school’s student academics, finances and operations in evaluating the likelihood of future success, along with future plans for improvement, if any.**

**Charter Term Oversight Findings.** A charter authorizer is required to perform oversight duties of a charter school it authorizes. San Diego Unified School District (SDUSD) has had numerous concerns regarding the charter school’s operations over the course of the current charter term including, notices of concern, corrective action letters, numerous meetings with Iftin Charter School families, staff, administration and board members regarding concerns, an investigation into numerous complaints, a “Not In Good Standing” status, and a corrective action plan.

These findings are not intended to be exhaustive, and should not be interpreted to suggest or imply approval of any aspect of the Charter Petition not specifically addressed.

## Conclusion

To summarize, the Board has the following options:

While renewal criteria for charter schools will change beginning July 1, 2020, the petition before SDCOE currently remains under existing law. Under existing Education Code (EC 47607), each charter renewal term, if granted, shall be for a period of five (5) years. A renewal charter petition does not have flexibilities in the length of the charter term.

1. GRANT the Petition.
2. GRANT the Petition; provided that the Charter School enters into an MOU with SDCOE, prior to commencement of instruction, to address, reconcile and resolve the Findings presented in the Staff Report.
3. DENY the Petition and ADOPT the Findings presented in the Staff Report.
4. Take NO ACTION on the petition.

If the petition is denied or no action is taken by the Board, the charter petitioner may submit the renewal petition to the State Board of Education (Title 5, California Code of Regulations, section 11966.5).