



Charter School Renewal Petition

Submitted to:
San Diego County Board of Education
6401 Linda Vista Rd.
San Diego, CA 92111-7399

Renewal Submittal Date:
Friday, January 29, 2021
Lead Petitioner: Debbie Beyer

Submitted by:
Literacy First Charter Schools
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LITERACY FIRST CHARTER SCHOOL | TABLE OF CONTENTS

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AFFIRMATIONS AND DECLARATIONS

As the authorized lead petitioner, I, Debbie Beyer, hereby certify that the information submitted in this renewal petition for a California public charter school named Literacy First Charter School (“LFCS” or the “Charter School”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, Literacy First Charter School:

1. Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
2. Declares that it shall be deemed the exclusive public school employer of the employees of Literacy First Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
3. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
4. Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
5. Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
6. Shall admit all pupils who wish to attend Literacy First Charter School, unless Literacy First Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to Literacy First Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605ed)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
7. Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
8. Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

9. Shall ensure that teachers in Literacy First Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(1) and 47605.4(a)]
10. Shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law.
11. Shall at all times maintain all necessary and appropriate insurance coverage.
12. Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
13. If a pupil is expelled or leaves Literacy First Charter School without graduating or completing the school year for any reason, Literacy First Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to Literacy First Charter School within 30 days if the Literacy First Charter School demonstrates that the pupil had been enrolled in Literacy First Charter School. [Ref. Education Code Section 47605(e)(3)]
14. May encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, Literacy First Charter School. [Ref. Education Code Section 47605(n)]
15. Will follow any and all other federal, state, and local laws and regulations that apply to Literacy First Charter School including but not limited to:
 - a. Literacy First Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
 - b. Literacy First Charter School shall on a regular basis consult with its parents and teachers regarding Literacy First Charter School' education programs. [Ref. Education Code Section 47605(d)]
 - c. Literacy First Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- d. Literacy First Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- e. Literacy First Charter School shall only serve California residents over the age of 19 if they are continuously enrolled in a public school and making “satisfactory progress” toward a high school diploma as defined in 5 CCR 11965.
- f. Literacy First Charter School shall serve students with disabilities in the same manner as such students are served in other public schools.
- g. Literacy First Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”) as reauthorized and amended by every Student Succeeds Act (“ESSA”).
- h. Literacy First Charter School shall comply with the Public Records Act.
- i. Literacy First Charter School shall comply with the Family Educational Rights and Privacy Act.
- j. Literacy First Charter School shall comply with the Ralph M. Brown Act.
- k. Literacy First Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- l. Literacy First Charter School shall comply with the Political Reform Act.
- m. Literacy First Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- n. Literacy First Charter School shall adhere to the County’s reporting requirements including, but not limited to CBEDS, ADA, SARC, annual audits and all financial reports and data as contained in the SDCOE’s Administrative Regulations on Charter Schools and Education Code Section 47604.33.
- o. Literacy First Charter School shall meet the requirements of Education Code Section 47611 regarding the State Teachers’ Retirement System.
- p. Literacy First Charter School shall, if applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds.
- q. Literacy First Charter School shall meet the requirements of Education Code Section 51745-51749.3 if it provides independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code Section 51745(e).
- r. Literacy First Charter School shall identify and report to the Superintendent of Public Instruction any portion of its average daily attendance that is generated through

nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education.

- s. Literacy First Charter School shall comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which Literacy First Charter School is located, unless Literacy First Charter School facility meets either of the following two conditions:
 - i. The facility complies with the Field Act pursuant to Education Code Section 17280-17317 and 17365-17374; or
 - ii. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.
- t. Literacy First Charter School shall promptly respond to all reasonable inquiries from the San Diego County Office of Education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records.

Debbie Beyer

Debbie Beyer
Lead Petitioner

1/28/2021

Date

INTRODUCTION

HISTORICAL OVERVIEW



In June of 2001, the charter of Literacy First Charter School was authorized on appeal from Cajon Valley Union School District by the San Diego County Board of Education. Classes began the following school year, 60 days after approval, with 114 LFCS Primary Academy students in K – 3rd grade. As a brand new start up charter school, Literacy First Charter School has seen remarkable growth and academic success for its students and families (*Detailed information may be viewed at www.lfcsinc.org*). After the second year in its first location Literacy First opened a second campus called the Junior Academy on Bradley Ave. in El Cajon that serves 4 - 8th grade students. Year after year, one classroom at a time, as demand and student population grew, LFCS added locations as budget and logistics allowed. In 2008 LFCS opened a third location as a K-8 site called Liberty Academy, as well as a high school called Liberty Charter High School. Liberty Academy is now a K-5 campus.

The Liberty Charter Schools were originally chartered through the Grossmont District, however, after a couple of years of that arrangement, all parties, Grossmont District and the SDCOE, recognized that having two entities responsible for the same set of books made little practical sense. At that point a material revision was made to the charter to make Literacy First Charter School a K-12 community of schools; one school with multiple locations. Presently, LFCS has four locations:

- 1) Literacy First Charter School Primary Academy K-3 at 799 E. Washington Ave., El Cajon
- 2) Literacy First Charter School Junior Academy 4-8 at 1012 E. Bradley, El Cajon
- 3) Literacy First Charter School Liberty Academy K-5 at 698 W. Main St., El Cajon, and
- 4) Literacy First Charter School Liberty Charter High School at 8425 Palm St. in Lemon Grove.

The new address for the newly built high school will be at 1530 Jamacha Rd., El Cajon.

The Primary Academy is housed in leased facilities from St. Michael’s Chaldean Catholic Church. The Liberty Academy and the Junior Academy are LFCS purchased properties, and the high school campus is located on an excessed property with Lemon Grove School District. Presently it is a shared facility with some of Lemon Grove programs still housed on the high school property.

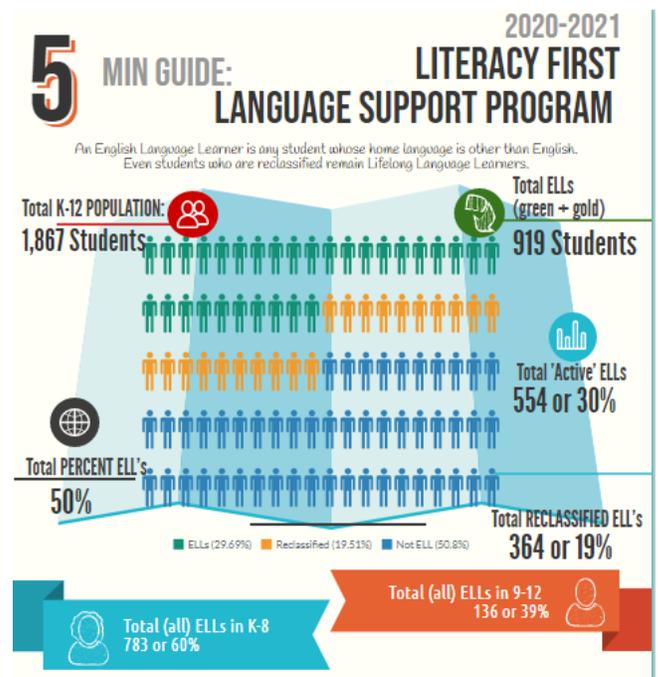
When the new high school is built it will be on Literacy First property and solely an LFCS asset. This campus will be a small comprehensive high school program offering all the programs, sports and activities of a regular high school in a small comprehensive setting. The major goal of this high school is to have our 8th graders matriculate to the high school so that our 8th graders become our freshmen. This is the idea behind having a K12 school.

Currently the LFCS K8 program serves approximately 1500 students. The high school serves about 375 students in grades 9-12. Community demand to be enrolled at Literacy First Charter School, including the high school has presented the dilemma of having to go to a lottery for school acceptance and a continuing waiting list for entry of hundreds of students year after year. Each site has an academic program carefully designed to meet the specific needs of the students attending the site. Literacy First Charter School has the unique distinction of serving a **high English Learner population, with over 42%** of the students being EL students and **51% qualifying** for free and reduced lunches. [While the identified percentage is 51, the knowledge is that that percentage would be higher if all eligible families chose to be identified in this category.]

With a program specifically designed to meet the academic needs of its students, Literacy First Charter School has seen remarkable progress. Each year student population has grown, state test results and CAASPP scores (while currently suspended) continue to be among the best in the State and the community has shown overwhelming support by growing waiting lists of students desiring entry into our full classrooms.

The success of Literacy First Charter School may be attributed to many factors, some measurable and others not, however, of the obvious these would seem apparent: 1) Strong parental involvement and support, 2) Teachers and staff that are invested in the mission of Literacy First Charter School and trained in such, 3) Governance and administration that are involved, invested and close to the action routinely, and 4) An educational program that believes our job is to find solutions for students learning at all levels with no exception.

The history of success with this organization demonstrates the ability of this charter team to develop a program that will benefit not only its students, but the entire school community at large as the educational alternatives become rich and diverse for choice in education.



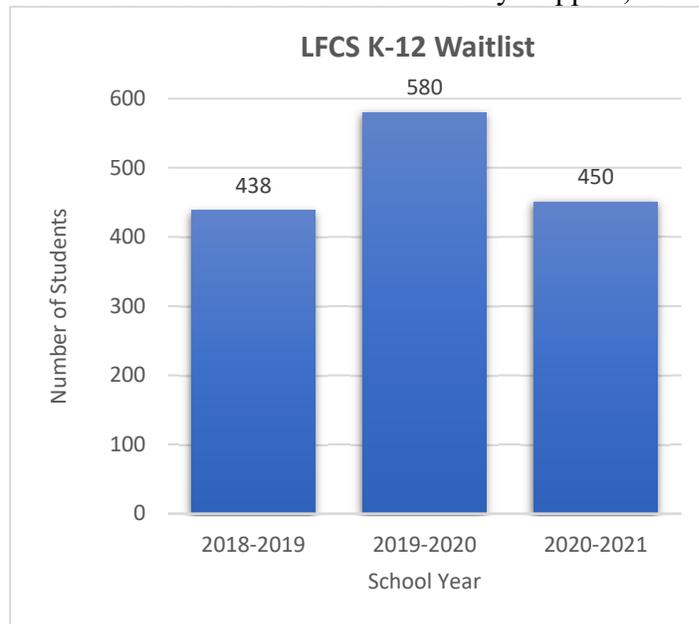
CHARTER RATIONALE



In review, the San Diego County Board of Education approved a K-8 charter for Literacy First Charter School in June 2001. On April 19, 2006, the San Diego County Board of Education renewed that same charter based on the meritorious and outstanding nature in which the charter team has developed, implemented and successfully grown the program and community of Literacy First Charter School. And again, in June 2011, the San Diego County Board of Education approved the Literacy First Charter for a third time based on the outstanding program, standards, financial report, student and parent satisfaction and maintaining the tenets of the charter are outlined herein. Once more in June 2015, the San Diego Board

also approved a material revision for the LFCS charter with a K-5 independent study program called Freedom Academy. And again, in 2016, the San Diego Board of Education approved the Literacy First Charter renewal petition. As is evident, Literacy First has had a long term partnership with the SDCOE and the Board of Education.

Because of the continued community support, meritorious success, and an evident need (as



demonstrated in both ongoing waiting lists of students for entry into our schools and consistent high test scores and state ranking), the Literacy First Charter School, its Board of Directors, administrative team and community at large is submitting this petition for a Literacy First Charter School K-12 renewal. At this point Literacy First has a strong, successful and formidable history of educating students with great success and of a strong relationship with our authorizer, the San Diego County Board of Education. LFCS has been identified by the new AB1505 criterion as a high performing charter school which would allow for a longer term

charter renewal length of seven years. This submission is with the request of a 7-year charter term.

The reasoning for this request is as follows: 1) The evident need for more educational opportunities, as indicated by the waiting lists that Literacy First Charter School presently and consistently has offered over 20 years, and 2) The desire to be able to provide continued successful education options for families in the East San Diego County area in a small system with the unique characteristic of being K-12. The ideal continues to be a comprehensive K-12 small school program in East San Diego County. The success of Literacy First indicates that this is an educational model of best practices that should be replicated.

The growth and success of Literacy First Charter School is evidence that this team of developers, teachers and community members are capable and absolutely intent on developing intelligent young men and women of character, integrity and academic excellence. State test results over the past five years are one factor that indicates that this is a model to be replicated as well as a high percentage graduation rate and large numbers on our wait list.

It is the goal of the Literacy First Charter School to be able to meet the needs of students throughout East San Diego County in innovative and resourceful ways otherwise not available without the uniquely designed educational program of the Literacy First Charter School K-12 model. Additionally, as stipulated in charter law, this model provides, unique and energizing opportunities for both the staff and parents.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Criteria Pursuant to:

- **Education Code Section 47607.2(c) (top tier)**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The California Department of Education has deemed Literacy First Charter School a top-tier charter school. (<https://www.cde.ca.gov/sp/ch/documents/ab1505results2020.xlsx>). LFCS is proud to belong in the top tier of charter schools statewide, and is eligible for and respectfully requests a seven (7) year charter renewal, as demonstrated below.

Education Code Section 47607.2(c)(2)(A) states:

The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

- (i) *The charter school has received the two highest performance levels school wide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.*
- (ii) *For all measurements of academic performance, the charter school has received performance levels school wide that are the same or higher than the state average and, for a majority of subgroups*

performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

Education Code Section 47607(c)(5) states the Charter School must have the two highest levels of school wide performance on at least two measurements of academic categories per year in each of the two consecutive years immediately preceding the renewal decision. With no testing being completed in 2020 due to the pandemic, the two preceding years to this renewal are 2017-18 and 2018-19.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

The following table displays the Literacy First Charter School’s school wide and subgroup Dashboard state indicators and, for comparison purposes, the San Diego County’s and the State’s, for the 2017-18 and 2018-19 school years.

Charter School Performance by County for 2019

Name	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
Literacy First Charter	Green	Blue	Blue	Green	Green	Green

LFCS 2019 Dashboard Local Indicators

Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET	Basics: Teachers, Instructional Materials, Facilities STANDARD MET
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As demonstrated above, Literacy First Charter School’s school wide CAASPP Math and ELA scores were in the top two categories (blue and green). Additionally, the Charter School’s performance indicators in every dashboard category were above the County average in and 2019. Furthermore, the Charter School’s dashboard performance indicators were at or above the State over the last two years. The CDE determined that LFCS met the top tier eligibility due to receiving performance levels school wide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average. **Thus, the chartering authority shall not deny the renewal.**

Education Code Section 47607(c)(2)(C) states:

A charter that satisfies the criteria in subparagraph (A) shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

A charter petition renewed pursuant to this Section may be granted a renewal term of 5 to 7 years.

As demonstrated by the evidence below, the Charter School meets this renewal criterion, and should be granted a renewal term of 7 years.

MANAGEMENT TEAM

Over the past 20 years the consistent leadership of the original team has remained steadfast and committed. The LFCS Charter School management team possesses the political, educational and business acumen required to open successful charter schools. The two major members of this team are:

- **Debbie Beyer**: Debbie has served as the lead petitioner on both the Literacy First Charter and for Liberty Charter. Debbie has helped to develop three other charter schools, one in San Diego County and two in Tampa, Florida, and has written several start-up grants over the past several years. Additionally, Debbie has had years of teaching in all grades K – high school, developed and directed a K-12 independent study program for 20 years. Debbie served on the staff leadership team at the high school level as well as worked as a high school grade level advisor. Now as the CEO, Executive Director and Principal of Literacy First Charter School. Debbie brings a broad range of educational and administrative experience. She maintains the heart of the charter and is the education visionary and lead. Debbie develops leadership within the organization that understand the intent and the heart of the educational program as well.
- **Jerry Keough**: Jerry has been on this charter team since the approval of the first Literacy First Charter. Jerry has substantial business and construction expertise and has been the construction supervisor and general manager for all expansion projects for Literacy First. As well as serving in the role of principal at the Junior Academy, Jerry serves as the Chief Financial Officer for the organization. Also, like Debbie, Jerry served on the staff leadership team at the high school level along with being an ASB advisor and program coordinator. Jerry has hands on experience with vocational education as he served as the lead “industrial” arts instructor at the high school level. Jerry oversees and manages the financials, payroll and all funding that comes to Literacy First Charter School. Jerry has just recently retired as the CFO, and will serve as a consultant on special projects.
- **Steve Robinson**: Steve has been a part of the Literacy First Charter School team for 17 years (since 2004) Beginning his tenure at LFCS as a middle school Social Studies teacher with the promise of a high school program. Steve was the integral leadership at the high school from the beginning. He taught Social Sciences and as the program grew Steve has been the onsite administrator as the high school moved from campus to campus. Steve has

overseen program development, getting course a-g approved, facilities, and every aspect of the day to day operations. He has served as the acting Athletic Director in our developing years as well. Additionally, Steve has worked to get his admin clear credential and a Chief Business Officer Certificate. Steve will be taking on the role of Chief Business Officer for Literacy First.

Debbie and Jerry are the original lead team. However, as the leadership begins to shift, the ideals and philosophy that have brought LFCS to this point has not. The Leadership Team of LFCS is strong and full of capable and qualified members that share the original mission and vision for Literacy First: Assistant Principals, Victor Kempsey and Jamie Robinson at the Junior Academy, Gail Stroben at the Primary Academy, Lisa Williams at the Liberty Academy. Vice Principals, Daniel Sanchez and John Luzzi are at the high school. Linn Dunton serves as the Athletic Director for all sports programs 7-12, and Troy Beyer, Program serves as Program Director for all Specialized Programs including Special Education, English Learners and Intervention.

Developing leadership within is the model that LFCS is maintaining for their organization. In addition to these key team members, additional team members include not only the Literacy First Charter School Board of Trustees, but the original members of the first team: Lisa Amorteguy, Dr. Stacey Harrell, Sindus Perez and Debbie Blair; all of whom have provided input and insight into this project. The combined total years of teaching experience in this group exceeds 300 years with 125 being specifically at the high school level including administration, ASB, counseling, classroom instruction and curriculum development. This team leadership approach has proven to be highly successful in the leadership of Literacy First. Additional lead staff members are added to this team as LFCS expands and the need is present.

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

LITERACY FIRST CHARTER SCHOOL K-12 MISSION

LITERACY: *the process of being educated, cultured, and having skilled abilities in multiple disciplines*

Literacy First Charter School exists to
*nurture the whole child from kindergarten through high school graduation by
igniting a passion for comprehensive L I T E R A C Y and
equipping them to wholeheartedly participate in their community.*

OUR VISION

Literacy First views education as a process, not a product, which enables students to go from learning to read, to reading to learn.

LFCS desires to shape

- L** Literate, life-long learners
- I** Independent thinkers
- T** Technologically literate citizens
- E** Enthusiastic and qualified teachers
- R** Reliable assessments that provide students a productive educational experience
- A** Aspiring leaders who positively impact their community

C Community that understands and supports the mission of LFCS
Y Yearly fiscally sound budget

OUR VALUES

NURTURE

All children will be known, recognized for their unique and creative nature and be comfortable to take risks.

All staff will be invested in the success of each student through continuous professional development.

All parents will be recognized as invaluable resources.

IGNITE

All children will be cultured, and literate in a wide-range of subjects.

All staff will have an enthusiasm for teaching using research proven methods where student success is expected.

All parents will be enthusiastically drawn into the school environment.

EQUIP

All children will be self-directed, life-long learners and innovative leaders.

All staff will encourage students to be productive, independent, values-conscious thinkers.

All families will serve as links to the community where students can become informed participants in the democratic process.

SPECIFIC EDUCATIONAL OBJECTIVES

1. Enable students with the literacy skills necessary to be academically successful
2. Develop strong communication and writing skills of each student in order to provide strong lifelong learner and productive citizens
3. Equip students with balanced, comprehensive, and problem centered mathematics, science and technology concepts upon which future educational success is determined
4. Provide real life learning experience through the community so students develop the connections between real world experiences and school
5. Use an assessment system that effectively allows teachers and students to enjoy a positive and productive learning environment
6. Nurture a spirit of patriotism as American principles and history are presented through multicultural project-oriented and literature-based learning
7. Create an excitement and anticipation for learning that will enable students to become disciplined and self-reliant learners
8. Allow students the opportunities to demonstrate their understanding of our core values in practical situations, developing mature individuals and critical thinkers
9. Inspire community participation and ownership of their future generation
10. Provide professional development opportunities that ensure LFCS to have quality programs and stellar teachers

11. Engage the families of our students in the education process by providing regular communication, adult education options, and the sense of “team”
12. To operate a fiscally sound and highly successful charter school that benefits all involved

Other related details, such as specific curricula, scope and sequences, instructional schedules and detailed instructional strategies are documented in the attached Educational Program (see *Appendix C*).

THE LITERACY FOCUS

It is our goal to create educated students who will attain their highest potential. Being an educated person in the 21st century begins with a high competency in literacy and continues with a love of knowledge and the acquisition of skills which are required if one is to become a lifelong learner. LFCS identifies “superior literacy” as the ability to communicate through: perceptive listening skills, articulate and fluent speaking skills, comprehensive and efficient reading skills, and convincing and powerful writing skills.

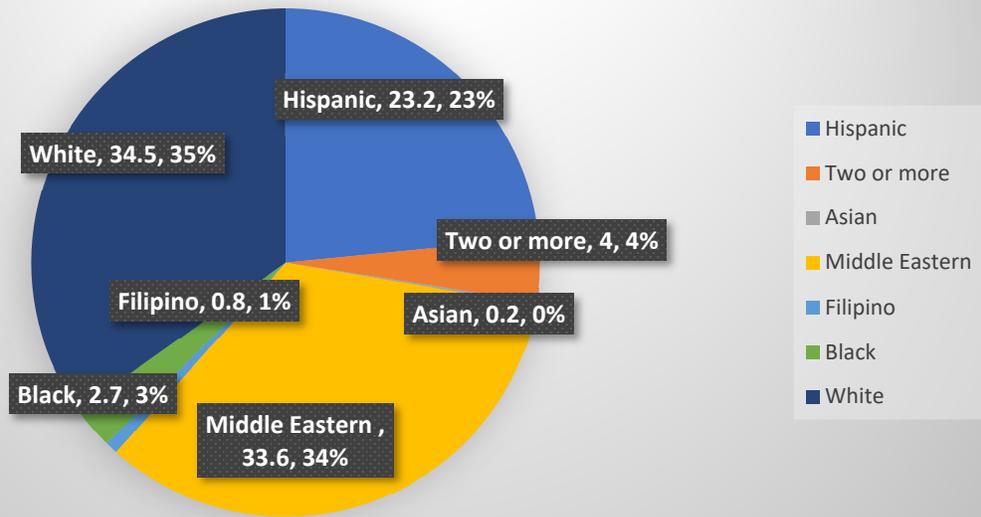
Literacy First Charter School has a clearly defined mission to meet the literacy needs of all students who enroll from Kindergarten through high school graduation. Literacy First Charter School offers an educational program that meets the needs of all students. The English Learner (“EL”) component of the student body represents a student population that has historically received the lowest scores in literacy. Illiteracy, in turn, affects every area of academic achievement.

TARGET STUDENT POPULATION

Because of the demographic layout of this area, nearly 42% of the students of LFCS are identified as English Learners. Additionally, the following factors may affect the make-up of the student body (see *Appendix E* for a more thorough look at LFCS data).

- 1) Excellence in early literacy is an emphasis that appeals to every socio-economic stratum of society and El Cajon certainly represents a diverse population.
- 2) Charter schools, according to state law, do not have a geographical boundary and historically draw from a much wider area than a non-charter school.
- 3) Charter schools offer the power of publicly funded educational choice for alternative schooling to parents who otherwise could not afford one.
- 4) The school’s growing reputation as a school of success.

Student Enrollement by Ethnicity



The student population comes from the surrounding areas of the East San Diego County including students from Jamul, Boulevard, Santee, Lakeside, La Mesa, Spring Valley, Lemon Grove, Ramona, San Diego, El Cajon, and Alpine. This area also has a substantial population of white, non-Hispanic EL students. Additionally, over the years of expansion, students now come from almost every area of San Diego County. LFCS’ growth has been continuous and steady as facilities have been expanded in a variety of ways to accommodate the need. Presently, LFCS is one school with four locations including a specific Independent Learning program called Freedom Academy as specified in the Facilities section of the charter (see “Miscellaneous Clauses”). Continued community interest in the successful programs of Literacy First makes it evident that this model is one to be replicated as often as is possible. It remains the intent of the charter developers to grow this program as facilities, funding and vision allow.

FOUR ASPECTS OF LEARNING

After 20 years of operation, these tenants remain important to the development of Literacy First Charter School. LFCS believes that learning best occurs when following these four aspects of education:

#1 – NON-TRADITIONAL STRUCTURE The objective is to create small communities here experimentation and creativity can flourish and children are known. Charter developers have five biases associated with structure surrounding literacy issues:

- 1) Educational environment: Students enjoy an educational environment with flexible-grouping arrangements. Groupings may be based on ability, as well as interest and skill levels, utilizing the best of what is known in brain based learning on creating engaging learning spaces

- 2) **Class Size:** Limiting class sizes to 22 students in grades K-3, classes in grades 4-6 are 25:1, classes in grades 7-8 are 28:1, and classes in grades 9-12 are 28:1. (To the extent practicable with funding issues). which provides the opportunity for teacher/student interaction, feedback and relationship to be maximal. Children are known in this environment.
- 3) **Unique Calendar:** Operating LFCS on an extended schedule to address additional learning challenges and to minimize instructional breaks and maximize language acquisition retention for our EL students and learning retention for all students.
- 4) **Parent Inclusion:** by including parents in a variety of educational opportunities through the use of newsletters, parenting classes, educational meetings and assemblies, educational pamphlets and brochures, social media, web information, and family nights, LFCS has been able to educate parents on ways to better help their student at home. This has fostered a team environment as we all work to make each student successful.
- 5) **Comprehensive assessment and interdisciplinary approach:** Integrating subjects into a thematic and interdisciplinary instructional approach where content from several subject areas can be combined into one instructional unit or activity with a primary emphasis on literacy will be implemented. This enables students to meet county and state adopted content standards, which will be measured using state testing and other applicable tests of achievement. LFCS also utilizes a comprehensive assessment system to ensure that the school meets all accountability and performance measures. This approach makes sense given the literacy focus of the school. Poor literacy has an overriding negative effect on every area of student performance.

Consequently, there is an intense literacy immersion, for all grades, integrated into all subject areas.

SUPPORTING RESEARCH

Research continues to point to building small communities where all children are known. The classroom infrastructure encourages small communities for learning including multi-age/multi-grade groups, collaborative learning and cooperative groups. Research documents the benefits of such structures as having the most positive effect on student achievement, mental health, and student attitudes toward school for students of disadvantaged, underachieving, and lower socio-economic backgrounds. Anderson, R., & Pavan, B. (1993), Black, S. (1993), Goodlad, J., & Anderson, R. (1987) Katz, L. (1995), Slavin, R.E. (1990). This design is grounded in the work of Piaget, Vygotsky, Elkind and Gardner, the theories of Dewey and Kuhn and the studies of Goodlad and Resnik. The works of these theorists support experiential project-based learning and developmentally appropriate curriculum that addresses the needs of students who have multiple levels of ability and language proficiency (Collier and Thomas, 1997-8). S. Rushtin and E. Larkin (2001) discuss the connection in brain research to validity of developing learning environments that are developmentally appropriate. Additionally, research as well as our own anecdotal data reiterate the idea that longer school days and a longer school year allow for better academic success.

#2 – EMPOWERMENT AND COLLABORATION & COMMUNITY

The objective is to redefine the historical boundaries between

professional educators, families and members of the community. Parents are actively recruited to function in the classroom as an indispensable component of the educational process, though such participation is not mandated. Collaboration is earnestly encouraged by including community organizations and businesses as well as the family and the community when appropriate to educate the child. We know there is a direct relationship between a child's academic achievement and a supportive, nurturing home environment where parents are advocates and provide strong, effective role models. With the development of our parent teams (see *Appendix K*) and the parent team leader council as well as the English Learner Advisory Committee, we have enlisted parents, as well as staff and other community volunteers to make LFCS a place that nurtures and works to develop each student. Additionally, with the implementation of planning days for teachers, staff is able to earnestly work as teams developing programs that meet the need of each child as it fulfills the mission of LFCS.

SUPPORTING RESEARCH

Research shows that students succeed when there is active collaboration between everyone in the educational process, from students to members of the community. Marburger, C.L. (1985) documents the implementation of school-based management as a process of change. Fullan, M. & Mies, M. (1992) subscribe to time for teachers to collaboratively plan for reform. A Wildmann and R.H. Mulder (2020) noted the positive effects of team teacher dynamics in “The Effect of Team Learning Behaviors and Team Mental Models on Teacher Team Performance”. Fruchter, N., Galletta, A., & White, J. (1992) suggest various parent involvement strategies and training to help involve parents in school-based management. The Harvard Family Research Project (2010) noted the positive connection of communities, schools and families in “Achieving Excellence and Innovation in Family, School and Community Engagement” as did the Global Family Research Project (2019) in “Enhancing Achievement through Family and Community Relationships”. LFCS has actively worked to allow our staff to work together as grade level teams, content level teams and school site teams to secure a program that flows, has smooth transitions, and expects the best from each student and staff member alike.

#3 – PROFESSIONAL DEVELOPMENT

The objective is to consider the ongoing professional development of the teacher an integral part of the educational process for the children. Reality is that great teachers are continually learning within the classroom environment right along with the students. Teachers learn more from teaching in the right creative setting than from long-forgotten college courses. The entire charter school needs to be considered an educational environment with the joy of learning being celebrated by educators,



students and administrators alike. Regular planning time is a routine part of the charter’s program as clear and appropriate planning and training are critical to a teacher’s ability to stay tuned to the “what” and “how” of being effective in the classroom as well as the “why”. Regular staff meetings as well as “staff conversations” have been implemented to provide teachers the professional opportunity to discuss educational issues and strategies that will enhance their teaching. Additionally, teachers/staff meet as grade level teams, site teams,

and departments 6-12 and 9-12 to provide maximum educational benefit for our students and our educational program.

Through the teacher observation and feedback process, along with the specifically designated professional development sessions, time is spent on developing strategies to insure all students' learning. Teachers have the opportunity to share with one another successes and challenges and observe one-another for critical feedback and insight into teaching strategies that result in learning. This develops best practices and benefits all students. Regular walk throughs and observations from team members, admin and lead teachers and coaches are a part of the expectation for our teacher in order to provide constructive feedback based on best practices.

SUPPORTING RESEARCH Research for developing teacher professionalism that is anchored in a wide variety of current research documents, has been studied for integration in the Literacy model. For example, at LFCS a teacher may become a facilitator of learning, an instructor capable of diagnosing and assessing student progress, and a continual learner. This model for professional development delivery is based on the concept that what is good for students, a wide array of engaging learning opportunities, creating and solving real problems, using their own experiences, and cooperating with others - is also beneficial for teachers as learners. Lieberman, A. (1995), Haycock (1998), McLaughlin (1993), Darling-Hammond (1995, 1997). The huge body of research by John Hattie in *Visible Learning* is also being used to inform instruction, best practices and to identify what is the most effective strategies to use with in a classroom to get the best result from our student learners. Along with that R. J. Eells (2011) reiterates in "Meta – Analysis of the Relationship between Collective Teacher Efficacy and Student Achievement". We are clear that teacher efficacy is the tractor that drives learning in the classroom.

#4 – ROLE OF TECHNOLOGY Technology provides a variety of powerful tools for learning, not only in core curriculum, but social and job skills as well. The LFCS technology plan integrates curriculum and technology in a comprehensive, progressive program. LFCS believes that technology should be incorporated in a meaningful and intentional manner in which the resources are sustainable and practical. These guiding ideas are: 1) Technology should support mastery of the state content standards and career skills, 2) Professional development is necessary for staff to stay informed and capable, 3) The development of infrastructure, hardware, support, and software must be systematic and routine, 4) Appropriate funding must be allocated to support the ongoing implementation and maintenance of the use of technology in the classroom and for each student; additionally, 5) An ongoing monitoring and evaluation of the implementation of technology must be in play. Technology will be a means to an end, not an end unto itself. This is an area in which LFCS must be flexible, and forward looking in order to train students for the future.

An LFCS Administrative Team oversees the development and implementation of all LFCS Technology the tech planning team developed the policies and procedures which address the Child Internet Protection Act, including the *Palo Alto Filtering Software* that is maintained within the LFCS Internet server connection at the SDCOE. LFCS recognizes the need for teaching and learning tools in the classroom setting. All teachers have classroom access to Smartboard technology, document cameras and projectors as teaching tools. With the changing nature of

technology LFCS is continually monitoring our cutting edge practice to ensure that the most effective strategy is being implemented to develop students with strong, practical and effective technology skills. This includes the use of computers on wheels, labs and in classroom access to computers. Chrome books have been the latest iteration of additional technology.



Each grade level from K-8 has access to its own set of books. Additionally, at the high school, Chrome carts that are available as teachers sign them out for specific projects or daily use. Particular classrooms have their own set of laptops so that students have regular access as needed for assignments. iPads are being used in resource and for a variety of individual student needs. Ongoing training in the effective use of Smartboard technology as a teaching and learning tool is a component of professional growth planning. We are also in the process of

phasing in smart screens as the technology for smartboards wanes and new larger screens take the scene. LFCS provides comprehensive teacher training that allows teachers to select appropriate technologies and apply them within a variety of teaching strategies. Students will be exposed to complex systems, participate as members of teams, and provide peer teaching as part of the technology experience. Students will be able to access, organize, and store information gained from various sources. Additionally, a school web site as well as individual teacher sites have been developed to both provide community awareness of our LFCS success story and to provide regular communication and information to parents and students. LFCS has a strong social media presence as an organization using most platforms. Additionally, individual sports, programs and LCHS student leadership have their social media that supports and informs on school events and happenings.

SUPPORTING RESEARCH

The Literacy First Charter School evaluates its technology training and infrastructure needs on an ongoing basis, and train staff to use technology tools for school management, providing learning supports, and improving teaching strategies. Research indicates that training for teachers is imperative if technology is to become a “catalyst for change” in a school environment. Owen, A. (2005). LFCS recognizes the need for our students to be technologically literate. Mierzejew (2009) noted in “The Impact of Professional Development on Technology Integration in High School Classrooms” the merits of teacher training in this area.

FURTHERMORE, AT THE HIGH SCHOOL LEVEL, LFCS SEES THAT:

*Every Liberty graduate will be prepared to be **Self-Directed Learners** who are:*

- *Able to think critically and analytically in order to understand complex concepts across the curriculum*
- *Familiar with the college or technical school application process that will enable students to independently access college opportunities*
- *Eligible for college by completing required coursework.*

- *Knowledgeable regarding career field choices and educational pathways*

*Every Liberty graduate will be prepared to be **Innovative Leaders** who are:*

- *Models of ethical behavior through their involvement in school functions, clubs, and committees*
- *Able to contribute to the success of individuals and their community through voluntary service*
- *Effective oral communicators in distinct situations*
- *Informed participants in the democratic process*

*Every Liberty graduate will be prepared to be **Life-Long Learners** who are:*

- *Responsible, mature decision-makers*
- *Goal-oriented in their personal pursuits*
- *Able to successfully integrate multiple uses of technology*
- *Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community*

Individual responsibility and opportunity thrive at Liberty 9 -12.

THE HIGH SCHOOL PROGRAM



Through a variety of educational options, students at the high school will achieve an outstanding level of education. The elementary program will span K-8. The high school 9 – 10th grades will be a basic traditional educational program with classes set in a combination of traditional and block schedule. A mentor teacher will serve as a coach or counselor for a student in 9-10th grades.

The high school 11 – 12th grades will be a more individualized program where students will take a variety of classes based on their individual goals. These classes may be onsite, online, or at a local community college.

Additionally, the goal is that each student will also have practical work experience through our internship program before graduation. The final culmination of a Liberty Charter High School student’s educational career will be that of the presentation of a senior project which will showcase through a variety of methods the totality of their educational success.

Other related details, such as specific curricula, scope and sequences, instructional schedules and detailed instructional strategies are documented in the attached Educational Program (see *Appendix C*).

Courses for our 9-12 grade students are developed using state standards as a guideline, as well as UC “A – G” guidelines. As the high school program develops, both AP and honors classes are offered. The high school program is WASC accredited (see *Appendix J*).

Transferability of Courses

LFCS shall inform parents of course transferability through its parent/student handbook that includes specific information on course transferability to other public high schools and that outlines policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements shall be designated as such in the parent/student handbook. In addition to the “a-g” approved course list that is included in the handbook, a statement regarding the transferability of courses to other public high schools is included. Both the “a-g” list and transferability of classes shall be updated on an annual basis or as necessary (see *Appendix C*).

FREEDOM ACADEMY

Through the use of a variety of educational resources Teacher Consultants (TC) will work individually with each student and their families to create a custom Individualized Academic Program (IAP) in which students will work independently within a home environment to complete standards based goals set forth in the IAP.

Freedom families will undergo an “Observation Period” defined as an initial timeline to complete assignments/lessons outlined within the IAP. Through the use of weekly emails, home visits, and phone calls, the TC will consult with parents to ensure the student is on task for completing assignments as outlined in the IAP. Each month students, families and TC’s will meet to review progress and make edits, corrections or improvement to the IAP as needed. Once the “Observation Period” has been successfully completed, families may be placed on a routine monitoring system.

At the end of each quarter Freedom students will demonstrate mastery of standards through the submission of quarterly portfolios and completion of assessments. Based on TC reports, quarterly portfolios and assessments, Freedom students will receive a standards based report card designating their progress as it pertains to their IAP. An online platform for reporting student attendance, assignments, projects and communication will be developed by which the TC and the parent/guardian will be able to track student progress, program and assessments.

Freedom’s students and families will have opportunities each week to visit the resource lab at a designated location in order to receive supplementary assistance with assignments and/or lesson plans. In addition to set lab hours, weekly mini-courses may be offered each week. These class offerings will range from academic to enrichment in order to support the overall learning experience. Classes will be led by credentialed teacher consultants; simultaneously parents may be able to participate in mentoring/professional growth classes also led by credentialed Teacher Consultants.

SUMMARY

LFCS believes that learning best occurs when modes and methods of instruction are conducted within a multi-cultural, student-centered environment in which all students are held to high

academic and behavioral standards and work in collaborative relationships. Integral to the mission of LFCS is the express intent to empower students to participate passionately and responsibly in the life of their community. Literacy First Charter School provides training for parents, administrators and teachers to become continual learners as well as facilitators of student achievement working together to improve literacy.

THE EDUCATIONAL OVERVIEW

In selecting curriculum, the LFCS strategy is to use what research says works and what other educators and schools (including public, private and charter schools) have found to be effective. The core of the program will be aligned with the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively, the “State Standards”). The LFCS team is aware that periodically State Standards are updated or revised. It is the intent of this charter to align instruction to the most current set of State Standards available. State Standards, along with current assessment data, are the factors that drive instruction at LFCS. Clearly as State Standards change, curriculum must as well. However, given the present economic climate, it is not realistic to assume that new curriculum will follow as often as State Standards might change. Knowing this to be the case and also understanding that it is not the general practice of LFCS to choose curriculum solely on the fact that it might be “state adopted,” LFCS has made a practice of researching materials, curriculum and programs and choosing accordingly, based on what research has proven to be effective. To date, LFCS has been very successful in this practice as noted by the past many years of high test scores and being identified as a “top tier” charter school by the Department of Education pursuant to Education Code Section 47607.2(c). At the onset of this charter, curriculum was chosen specifically to meet the goals of this charter team in order to develop high performing literate students regardless of background or ability. This understanding has not changed over the past 20 years. Moreover, many of the materials that LFCS originally chose to use that were not on the state “list,” have since made that list.

As it is deemed that a curriculum change is in order, the process begins at an organic level. Teachers are able to voice their opinions regarding their issue of concern as it pertains to a particular curriculum. A team is convened to do initial research, a solution is determined, staff is presented with options and an agreeable decision is made. Depending on the ability to fund the new or changed curriculum, a timeline is determined with regard to implementation. Staff training is arranged to ensure appropriate use of the materials. In the case where materials have been chosen that are not “state adopted” staff works in collaborative grade level teams to determine where there might be gaps or a misrepresentation of objectives and ancillary materials are developed to meet the need. In some cases, as in our K-5 science program, the publishers have identified corollary materials to meet the needs of the state standards.

Clearly it is the goal of LFCS to ensure that students are taught with the most effective, relevant materials available. LFCS is presently in the transition process to identify and purchase appropriate aligned materials. In the past school year, updated math curriculum was purchased for all K-8. New English learner curriculum was also purchased for K-12. Updated ELA curriculum was adopted for K12. At the high school a new integrated math program has been implemented. To date sciences and social sciences are waiting on suitable resources to be available before funds are expended in this area.

The following chart depicts the curricular program by subject and grade level K-8, and 9-12:

<i>K-8 Curriculum</i>				
<i>Title</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Grades Using</i>	<i>State Adopted Text</i>
Language Arts Curriculum				
Wonders	McGraw Hill	2016	Kindergarten – 3 rd	Yes
Amplify	Amplify education Inc.	2015	4/5 th	Yes
Study Sync	McGraw Hill	2016	6-8 th	Yes
Handwriting Without Tears	Handwriting Without Tears		Kindergarten – 4 th	
Keyboarding without Tears	Handwriting without Tears	2015	K – 5 th	
A-Z / Raz Kids	Software		K – 2 nd	
Smartboard Theme Units	Teacher made		Kindergarten 6-8 Grades	
Big English	Pearson’s		1-7	
ELA Support Resources Study Sync	Pearson’s		8 th grade	
Mathematics Curriculum				
<i>Title</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Grades Using</i>	<i>State Adopted Text</i>
Everyday Mathematics	McGraw Hill	2015	Kindergarten – 5 th	Yes
Connected Mathematics	Pearson/ Prentice Hall	2018	6 th – 8 th	Yes
Social Studies/History Curriculum				
<i>Title</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Grades Using</i>	<i>State Adopted Text</i>
Social Studies Units	McGraw Hill		Kinder	Yes
Social Studies Alive	Teachers Curriculum Institute	2015	5 th	No
History Alive	Teachers Curriculum Institute	2015	6 th – 8 th	Yes
Teacher made materials	Teachers Pay Teachers	Present	K-4	
Science Curriculum				
<i>Title</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Grades Using</i>	<i>State Adopted Text</i>
Foss Science	Delta Education		Kindergarten – 5 th	Yes
Mystery Science	Mystery Science		K-5 th	
Stemscopes	Accelerated Learning, Inc.	2018	6-8 th	
Prentice Hall: Science Explorer (support materials)	Prentice Hall	2009	7 th – 8 th	Yes

California Focus on Earth Science (support materials)	Prentice Hall	2009	6 th	Yes
Art Curriculum				
Arts Attack	Davis Art Art Everywhere			
Davis Art				
Art Everywhere				
PE Curriculum				
PE Standards & Framework	Teacher made plans			

<i>High School Curriculum</i>			
Standard English 9	CA Collections 9	2017	Houghton Mifflin Harcourt
	Fahrenheit 451	2013	Simon & Schuster Paperbacks
	A Separate Peace	2003	Scribner
	The Narrative of the Life of Frederick Douglass, An American Slave	1997	Holt, Rinehart and Winston
	The House on Mango Street	1991	Vintage Books
CP English 9	CA Collections 9	2017	Houghton Mifflin Harcourt
	Fahrenheit 451	2013	Simon & Schuster Paperbacks
	A Separate Peace	2003	Scribner
	The Narrative of the Life of Frederick Douglass, An American Slave	1997	Holt, Rinehart and Winston
Honors English 9	CA Collections 9	2017	Houghton Mifflin Harcourt
	Fahrenheit 451	2013	Simon & Schuster Paperbacks
	A Separate Peace	2003	Scribner
	The Narrative of the Life of Frederick Douglass, An American Slave	1997	Holt, Rinehart and Winston
	Mythology	1969	Grand Central Publishing
Standard English 10	CA Collections 10	2017	Houghton Mifflin Harcourt
	Animal Farm	1946	Signet
	To Kill a Mockingbird	1960	Harper Collins
	Grammar for Writing	2009	McDougal Little
CP English 10	CA Collections 10	2017	Houghton Mifflin Harcourt
	Animal Farm	1946	Signet
	To Kill a Mockingbird	1960	Harper Collins
	Grammar for Writing	2009	McDougal Little
Honors English 10	CA Collections 10	2017	Houghton Mifflin Harcourt
	Animal Farm	1946	Signet
	To Kill a Mockingbird	1960	Harper Collins
Standard English 11	CA Collections 11	2017	Houghton Mifflin Harcourt
	The Great Gatsby	2004	Schibner
CP English 11	CA Collections 11	2017	Houghton Mifflin Harcourt
	The Great Gatsby	2004	Schibner
AP English Language and Comp. (Juniors)	Language of Composition	2013	Bedford/ St. Martin's
Standard English 12	CA Collections 12	2017	Houghton Mifflin Harcourt
CP English 12	CA Collections 12	2017	Houghton Mifflin Harcourt
	Hamlet	2012	Folgers
	Frankenstein	2000	Signet
AP English Lit and Comp. (Seniors)	Literature & Composition: Reading Writing, Thinking	2010	Bedford/ St Martin's

	Voice Lessons	2000	Maupin House
	Of Mice and Men	2013	Penguin
All English 9-12	Assorted Lit Circle Books		
Standard Math Literacy	Connected Mathematics 3 Grade 6	2014	Pearson
Standard Pre-Algebra	Connected Mathematics 3 Grade 8	2014	Pearson
CP Integrated 1 Mathematics	Core Connections: Integrated 1	2014	College Precatory Mathematics: CPM
CP Integrated 1 Mathematics with tutorial	Core Connections: Integrated 1	2014	College Precatory Mathematics: CPM
CP Integrated 2 Mathematics	Core Connections: Integrated 2	2015	College Precatory Mathematics: CPM
CP Integrated 2 Mathematics with tutorial	Core Connections: Integrated 2	2015	College Precatory Mathematics: CPM
H Integrated 2 Mathematics	Core Connections: Integrated 2	2015	College Precatory Mathematics: CPM
CP Integrated 3 Mathematics	Core Connections: Integrated 3	2015	College Preparatory Mathematics: CPM
H Integrated 3 Mathematics	Core Connections: Integrated 3	2015	College Precatory Mathematics: CPM
CP PreCalculus	PreCalculus 3rd ed	2018	College Precatory Mathematics: CPM
H PreCalculus	PreCalculus 3rd ed	2018	College Precatory Mathematics: CPM
AP Calculus	Calculus 3rd ed	2017	College Precatory Mathematics: CPM
Mathematical Financial Literacy	Resource 1 for MFL: FinEdge Financial Decision Making in Context Resource 2 for MFL: On the Money Resource 3 for MFL: Next Gen Personal Finance	2016	University of Chicago
CP World Geography	Geography Alive	2006	Teachers' Curriculum Inst.
AP Human Geography	The Cultural Landscape 11th edition	2014	Pearson
CP World History	New Visions Global History II	2020	
AP World History	Ways of the World 2nd edition	2013	Bedford St. Martins
CP US History	US History New Visions	2020	
AP US History	The American Pageant	2010	Wadsworth Cengage Learning
CP Government	Government Alive! Power, Politics and You	2009	Teachers' Curriculum Institute
AP American Government	Government in America, Fifteenth Edition	2011	Pearson Education, Inc
CP Economics	Economics Alive! The Power to Choose	2010	Teachers' Curriculum Institute
Physical Science	Concepts in Action	2009	Prentice Hall
Standard Life Science	Biology	2007	Pearson Prentice Hall
	HHMI's Biointeractive on-line educational resources	2015	HHMI
	ENSI-Evolution in Nature of Science on-line materials	2015	ENSI
	Biological Inquiries	2006	Jossey-Bass
CP Biology	Biology	2007	Pearson Prentice Hall

	HHMI's Biointeractive on-line educational resources	2015	HHMI
	ENSI-Evolution in Nature of Science on-line materials	2015	ENSI
	Biological Inquiries	2006	Jossey-Bass
Standard Earth Science	Earth Science	2011	Pearson Prentice Hall
Honors Chemistry	Chemistry	2006	Pearson Prentice Hall
AP Physics 1	Physics Giancoli	2004	Pearson Education, Inc
CP Spanish 1 and 2	Avancemos 1	2010	Holt McDougal
CP Spanish 3 and 4	Avancemos 2	2007	Holt McDougal
CP Spanish 5 and 6	Avancemos 3	2007	Holt McDougal
AP Spanish Language	Triangulo Aprobado	2013	Wayside
	Abriendo paso	2012	Pearson
CP Art 1	The Visual Experience	2005	Davis Publications, Inc
CP Art 2	The Visual Experience	2005	Davis Publications, Inc
AP 2-D Art	Professional Development AP Studio Art Workshop Handbook	2014-2015	College Board
	Professional Development AP Studio Art Workshop Curriculum Module	2011	College Board
	Design Basics 2D and 3D	2014	Wadsworth Cengage Learning
	Gateways To Art (AP Edition)	2012	Thames & Hudson
Technology I	Teacher sourced materials		Teacher sourced materials
AP Computer Science Principles	Code.org	2018	online
AP Computer Science A	Edhesive Online Curriculum and Support	2015	Edhesive
Robotics			
ELD Reading Fluency	Achieve 3000 Program	2018	
ELD Reading Comprehension			
ELD Reading Comprehension			
ELD Reading Comprehension	"Who Was" Series of biographies	various	Various
ELD Writing	Longman Academic Writing Series	2014	Pearson
ELD Earth Science	The Earth and Beyond	2004	Steck Vaughn
ELD World History	History of Our World	2003	Steck Vaughn
PE	State Standards and Frameworks	2011	SDSU Foundation; School Specialty Physical Education & Wellness

Student Government	Habitudes: The Art of Connecting with others	2011	Tim Elmore
Yearbook	Walsworth yearbook template and tutorials	2015	Waldsworth
Career Connections	Career Connections: Project Book 1	206	Carpenters International Training Fund
Internship	Financial Literacy	2018	Kendall Hunt
Drama	Various on-line resources		
	Production scripts for each year's performance		

Using the state standards as the guideline, the LFCS team has implemented a curriculum that is developmentally appropriate for each grade level. Additionally, we are utilizing ancillary materials to augment our common core program as we are in the process of implementing new curriculum and programs that are common core aligned. Our science programs are using the Next Generation Science Standards as they develop lessons and implement the standards as possible. This phase into new curriculum will take time, funding and training over the next two years. Such a huge shift in materials requires much from an already hard working staff. In addition, we supplement and enrich by using various thematic units that combine the teaching of social studies, science, history, math, and language arts into unified themes utilizing multi-modal approaches.

The curriculum is chosen through a collaborative effort between the school administrative team, and teachers. The administrative team and teachers of LFCS will determine which textbooks and strategies will be most effective. Teachers may use ancillary materials to augment their teaching; however, the basic curriculum will be used to establish consistency and accountability.

Liberty 9-12 grade students will be enrolled in classes meeting the UC “A-G” requirements. Courses are aligned with State Content Standards, and will transition into aligning with the Common Core Standards as the timeline mandates within the duration of this charter document. All students are required to successfully complete 210 core curriculum credits upon graduation. Our graduation requirements emphasize the traditional subjects of Math, Science, English, Social Science and Foreign Language. Each subject will be taught in such a manner as to engage students in learning through a variety of strategies and techniques that will motivate, and educate at the same time. For a complete listing of approved courses view <https://doorways.ucop.edu/list>. Clearly as a developing school, this list will increase as our program matures.

Finally, it is our belief that while literacy, academic skills, and measurable growths on standardized tests are important, there is far more to consider. We believe that each child's sense of self-worth and sense of joy and excitement about learning are equally important issues. We also believe that character education is essential. For that reason, Character Education and Community Service will also be a part of each child's experience.

According to the California Department of Education:

"People with good character habitually display good behavior, and such habits are embedded, or marked, on a person. While there may be no specific consensus on a list of desirable character traits, there is considerable agreement on desirable moral values that underlie these traits--such as honesty, courage, perseverance, loyalty, caring, civic virtue, justice, respect and responsibility, and trustworthiness. The consensus is that these traits (and others like them) are not innate and must be acquired through teaching and practice in the home and in the schools."



At LFCS, we create a learning environment that fosters core academic skills along with these other essentials, including character.



GRADE LEVEL ENROLLMENT

LFCS enrolled 114 students the first year, 2001, in grades K-3rd. The actual enrollment numbers over the past five years are the following:

K – 12 ENROLLMENT

2015-16		2016-2017		2017-2018		2018-2019		2019-2020	
Grade	# of Students								
Kdg	160	Kdg	162	Kdg	157	Kdg	159	Kdg	173
1 st	158	1 st	155	1 st	157	1 st	161	1 st	171
2 nd	152	2 nd	155	2 nd	157	2 nd	161	2 nd	172
3 rd	157	3 rd	153	3 rd	155	3 rd	157	3 rd	175
4 th	143	4 th	147	4 th	142	4 th	147	4 th	167
5 th	140	5 th	140	5 th	147	5 th	144	5 th	169
6 th	141	6 th	142	6 th	143	6 th	146	6 th	141
7 th	122	7 th	133	7 th	135	7 th	137	7 th	136
8 th	123	8 th	116	8 th	125	8 th	136	8 th	124
9 th	109	9 th	83	9 th	94	9 th	94	9 th	116
10 th	89	10 th	102	10 th	89	10 th	83	10 th	101
11 th	71	11 th	87	11 th	698	11 th	78	11 th	78
12 th	74	12 th	63	12 th	581	12 th	80	12 th	60
Total Enrollment: 1639		Total Enrollment: 1638		Total Enrollment: 1680		Total Enrollment: 1678		Total Enrollment: 1783	

Current student/teacher ratios are: in grades K-3, 24:1, in grades 4-6, not to exceed a student to teacher ratio of 25:1. In grades 7-8, not to exceed a student to teacher ratio of 28:1. Literacy First

Charter School reserves the right to increase or decrease enrollment and projected grades depending on facility availability and actual enrollment numbers as well as funding.

All students K-12 will be under the direct supervision of a certificated teacher for all core academic classes pursuant to Education Code Section 47605(1). Every teacher in Literacy First Charter School will hold additional certification or be in training for any additional certification necessary for teaching English Learners, i.e. CLAD or the equivalent thereof based on credentialing requirements. These documents will be maintained on file at Literacy First Charter School and shall be subject to periodic inspection by the chartering authority.

It is anticipated that over the next four years, the high school program will continue to grow until there will be 100 -125 students in each grade level 9-12. At that point the 9-12 will have approximately 400-500 students enrolled. Because class sizes vary depending on the demand and numbers of students enrolled, class sizes may range from 10 – 30.

SCHOOL CALENDAR AND SCHOOL TIMES

LFCS will have a unique calendar based on what is developmentally appropriate per what research indicates. In general, this means that we will have a longer school day and a longer school year with more time on task. LFCS will have a longer school year of approximately 181-185 student days and an additional five (5) professional development days for teachers prior to school beginning. It will meet or surpass the required number of minutes of instruction as set forth in Education Code 47612.5, which is shown on the school calendar (see *Appendix C*). We will use flexible scheduling models to increase interdisciplinary work and meet specific learning needs.

Per current research on the teenage brain, the 9-12 grade school day will begin a little later and classes will be arranged in a combination of traditional and blocks schedules in order to afford students and teachers the time to do a more in-depth studies, projects, experiments, etc. on a daily basis. Block classes will allow teachers time to establish relationships with students and develop lessons that require more time to accomplish or develop. It will also allow teachers to strategically meet the needs of each student more efficiently, and directly aligns with what research says works most effectively for the adolescent brain (see *Appendix C*).

SPORTS, CLUBS AND COMMUNITY SERVICE ACTIVITIES

K-8 afterschool opportunities have been developed to include a variety of extracurricular options such as music, dance, science and tutoring. LFCS is committed to making any accommodations needed for students with special needs to be able to participate in these programs as appropriate. A variety of partners will be included in the development of these programs from our own staff to other nonprofit or community businesses.

For the high school program, LFCS believes that providing the option for rich extracurricular activities are important to providing a rounded educational experience for all students. Activities might include music, dance and sports activities, as well as community service opportunities and any number of activities as dictated by student interest.

Sports

At the K-8 levels, sports programs are developed as opportunity becomes available. Presently afterschool school-sponsored sports programs include grade 4-8 in flag football, soccer, basketball, volley tennis, volleyball, and robotics and mileage club. Additionally, at the K-3 level afterschool programs include, but are not limited to, soccer, dance, jazzercise choir and musical instrument instruction.

For the high school program, student interest and funding determine the level of sports involvement. Presently the high school offers a minimum of one CIF sport per quarter for both young men and women. These sports include: boys' and girls' basketball, boys' and girls' volleyball, boys' and girls' soccer, cross-country, softball, baseball and flag football and track. All programs are under the direction of the LFCS Athletic Director. Additionally, while robotics is not considered a "sport" it is a competitive team and is valued as such for our LCHS students. New programs like "extreme Frisbee" are being developed as student and parent interest are demonstrated and coaching staff and opportunity are presented.

Clubs

Our high school will offer a wide variety of activities outside of the academic program. Depending on student interest and budgetary constraints, this may include skateboarding, drama, dance, debate teams, Junior Statesmen, chess club, and other student-initiated activities. It is anticipated that these clubs will be student driven and may change year to year based on student interest as school culture is developed. All clubs must submit an application to be admitted as official school clubs. All clubs are required to be "mission" driven as opposed to affinity led.

Community Service Activities

LFCS curriculum will include useful character-building community service. At K-8, every grade level participates in some type of community service project quarterly. In the past, these have included military shoe boxes, sewing hats and scarves for orphans in Mexico, collecting coins for children in Afghanistan, collecting blankets for the homeless, and shoes for children in Haiti, to name a few.

Service learning will be a vital element of the high school culture, designed to instill a sense of individual and civic responsibility. Coordinated with our leadership program, students will be enabled to use newly gained skills to solve community challenges. Specifics of the program are determined by student leaders, administrative staff and invested teachers. Annually, the entire school 9-12 during LCHS Unity Days participates in a "community wide" project where all students are engaged in doing some service to the local community at large. This has included baking cookies for a senior home, cleaning out local parks, painting, refurbishing the local elementary school's garden, to name a few.

As an entire K-12 school, LFCS participated over a two year period in collecting funds through personal efforts at school and elsewhere in raising \$33,000 in order to build a school, water filtering system in two entire communities, a community garden, a fish hatchery and a school clean water set of bathrooms in an Andean village in Ecuador! It has been an amazing experience for our families. Serving the community in cleaning parks, serving seniors and taking on families in need at Christmas and collecting items for the homeless, orphans, and our military are but a few of the ways the LFCS works to make a difference.

DIFFERENT LEARNING STYLES AND TEACHING STRATEGIES

We recognize that students learn in different ways and that an effective academic program must respond to these differences. LFCS teachers will use a wide variety of innovative and traditional teaching styles. These include:

- Cooperative learning
- Teacher as coach (student-centered learning), Socratic questioning (detailed oral questioning of students)
- Technology-based learning (interactive media and Internet)
- Lectures (traditional teacher-centered learning appropriate for certain types of information)
- Independent study
- Experiential learning

Individual learning plans will be developed, particularly in the 11th and 12th grades as the high school program matures and is able to individualize based on student internship programs and student preferences for learning

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Pursuant to Education Code Section 47605(c)(5)(A)(ii), LFCS' annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in the LFCS Local Control Accountability Plan ("LCAP"). The current LCAP is on file with the County and is also available in *Appendix B*.

LFCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. LFCS shall submit the LCAP to the San Diego County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by LFCS.

ACADEMIC SUPPORT AND INTERVENTION

As a part of the literacy focus, LFCS has developed an intervention program specifically designed to meet the needs of our students. Students are identified in a variety of ways to participate in these programs: 1) 1st -5th graders scoring below grade level expectation on AIMSWEB assessment 2) 3rd-8th graders performing "below standard" on the state testing 3) students identified as "at risk" using our quadrant kids identification measure, 4) students performing poorly in general in the classroom, and 5) students scoring below expectation on the AIMSWEB testing done quarterly as a progress monitoring tool.

There are five pathways for intervention to occur at Literacy First Charter School:

- 1) The “PALS” program for 1 – 3 grades. Students involved in this program are identified as the least proficient in the area of reading. A teacher or teacher assistant is trained to work with these students in regular intervals to increase reading fluency and phonic skills.
- 2) In house intervention program – At each site, an intervention coordinator develops a team of parent volunteers, as well as staff that work regularly with students that have been identified either through the MTSS process (see *Appendix C*) or for a specific skill in which they need additional support. Materials used may be reinforcement exercises from classwork, specific skills lessons or ancillary curriculum that supports the concepts being remediated. These materials may be part of ancillary remediation materials provided by the grade level published curriculum in each subject. The use of running records provides immediate feedback to the coordinator to ensure that goals are being met. Students may be in the intervention program on an ongoing basis or for a period of time to allow them to get the additional support needed for a specific concept.
- 3) After School/before school tutoring – An after school program is staffed by credentialed teachers that tutor small groups of students that have been identified as needing additional support in either language arts or math. Additionally, over the course of the past five years, this program has had several faces depending on the resources available. Through a partnership with a local college, education students volunteer during school and after school to participate in our intervention program for students identified as needing additional support in language arts and math.
- 4) Specific “lab” classes in math and language arts which identify student needs and work toward addressing them. These classes are facilitated by credentialed teachers. During these time teachers work with small groups using materials identified through a collaborative effort with the teacher of “need” to address the objective as it relates to math or language arts skills. Materials used in all programs 2- 4 (noted above) come from the ancillary materials of the publishers materials in the language arts program, or are specifically designed intervention tools like PALS, Road to Reading, RAZ kids or Achievement 3000 program.
- 5) A summer program for our EL students that is offered by invitation to students that are in critical need of oral language development along with academic skills support. This program concentrates on basic skill development and development successful learning habits. Along with the EL summer program, LFCS offers “Camp Ketchup” which is for 2-6th graders that are below grade level and need additional support. This program runs like a day camp for 4 weeks with the main emphasis being basic skills improvement. Each child has an individual plan based on initial assessment data. LFCS also offers a summer math program for 7/8 graders to get them ready to take high school advanced math classes. All specialty intervention programs involving ELs include Designated and Integrated ELD based on the ELD standards and the CA CCSS using the ELA/ELD Framework to help guide instruction.

All of these programs are staffed by LFCS regular staff. Students are known and progress is monitored to ensure success. Additionally, the use of the AIMSWEB assessment tools provides not only assessments, but an entire online bank of supports for review, intervention and re-teaching

provides a rich tool for intervention teachers to be specific and prescriptive in their efforts to remediate low students performing below standard as reported in growth reports from their AIMS data or state test scores. Additionally, LFCS uses online resources, programs that allow students to progress at their own rate, but also maintains growth records so that monitoring of student progress is clear and obvious. The SRA program in reading and math is used as well as the SRA Specific Skills Series. Students requiring basic math skills intervention are serviced with Transition Math by Sopris West Educational Services. It has been the experience at LFCS that a well-trained classroom teacher makes the biggest difference for students at any level. Small group instruction occurs regularly to insure student understanding. Additionally, because the teacher is so integral to student success, the classroom teacher is very involved collaboratively, in whatever intervention program a student might be part.

Additionally, at the 7-8 grade level, LFCS has developed a similar “academy” program as the high school. During this time student who need intervention, resource, EL support or specific enrichment or challenge opportunities are supported in their particular manner. Other general education students are allowed to work on projects, do homework and collaborate as needed. This has also served as an excellent time to do assessments as needed.

Liberty Charter High School has developed a practical intervention program. This program is specifically designed to meet the needs of our students as they be identified as “at risk.” This determination may be made in a variety of ways. Students may be deemed “at risk” if they are not thriving in academic core subject, their test results are below proficient, initial beginning of the year assessments are poor, grades are below grade level or at any point during the school year when academic progress is falling short of the expectation. A collaborative team will determine what the best strategy would be for an “at risk” student. Additionally, an MTSS will be implemented as well to modify the student’s program. The intervention coordinator will collaborate with staff to ensure modifications are made as needed for any student on a multi-tiered level of instruction and will routinely follow up to ensure progress. Resource will do the same for any student on an IEP that requires modification in their general education program.

All students are placed in a study skills class for the specific purpose of being able to receive support on concepts or subjects in which they struggle. Students are routed to the class in which their area of greatest need occurs. Teachers collaborate to ensure the proper student placement. Additionally, this placement may be static as student needs may change. Additionally, like our summer programs for K-8, the high school has a summer academy for English learners (as demand dictates), as well as math classes to tutor struggling students or advance students wishing to take advanced math classes.

ENGLISH LEARNERS

Literacy First Charter School is committed to working in concert with administrators, teachers, support staff, school staff, community members, students, and parents to provide the most effective instructional programs for English Learners. Our school is committed to closing the achievement gap for all students and we aim to provide our English Learners with outstanding ongoing support through a cycle of instruction, assessment, monitoring, and evaluation. To make sure everyone knows their roles and responsibilities, we will annually provide training on the Master Plan for English Learners for school and site staffs, and will provide direct support to each school site. All

school staff is accountable for ensuring that programs for English Learners are optimally effective and we are all expected to follow the procedures specified in this plan.

Our English Learners receive services and instruction through our “Language Support” program.

The Language Support (LS) program has eight goals:

- 1) Develop and implement effective programs for English Learners as described in the Master Plan for English Learners;
- 2) Ensure that all English Learners access and master the English language;
- 3) Ensure that all English Learners access and master the core curriculum;
- 4) Decrease the risk of failure, retention, and drop-outs;
- 5) Know and support our English Learners at their ability level;
- 6) Strengthen parent involvement and engagement in their child’s academic plans;
- 7) Increase EL participation in advanced academic programs and enrichment opportunities;
- 8) Engage English Learners in meaningful cultural, social, and academic activities.

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children. When a parent or legal guardian enrolls their child in Literacy First Charter School (LFCS) for the first time, the parent/ legal guardian completes the HLS on our website, as part of the School’s enrollment procedure. The HLS remains on file for each student in the school including migrant, special education, and continuation school enrollees. This information will assist schools in providing appropriate instruction for all students.

State regulations require that all students whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 of the Home Language Survey be assessed in English language proficiency skills within *30 calendar* days of initial enrollment. The 4th question provides information for schools to consider if a child shows evidence of English language deficits once enrolled, but does not mandate assessment. A state approved assessment instrument, the English Language Proficiency Assessments for California Test (ELPAC), is currently administered to determine English language proficiency skills. The ELPAC is a criterion- referenced test based on the English Language Development (ELD) Standards that assesses students’ English language proficiency in listening, speaking, reading, and writing. Results of the ELPAC test are communicated to the parents, as well as placement for the child.

Language Support Program Placement for the student is determined in the following manner:

- 1) Determine if the student is *reasonably fluent* in English according to the ELPAC. To be considered *reasonably fluent*, a student must score at the Well Developed level or higher. If the child is *reasonably fluent* in English by these criteria, the student will be identified as an Initial Fluent English

Proficient (I-FEP) student and be placed in the regular mainstream program. These students will be supported through Designated and Integrated ELD *as needed* using the California ELD Standards, which will be woven into the mainstream program, and will be used in

tandem with all California Common Core State Standards. Classrooms with Designated and Integrated ELD will use the CA ELA/ELD Framework to guide use of new academic content standards.

- 2) If a child is not *reasonably fluent* in English according to the established criteria, then a placement in a Designated ELD Pathway is indicated. In Designated ELD, the instruction is nearly all in English, with the primary language used to support the child's learning as necessary. In addition to Designated ELD, Integrated ELD will be provided throughout the day and across the disciplines. The CA ELA/ELD Framework and the CA CCSS will guide all instruction.
- 3) Instruction will include:
 - Content instruction using SDAIE techniques
 - Participation in Assessment, Strategic or Intensive interventions
 - Primary language support
 - Before, during and/or after school intervention programs
 - Other appropriate services

*Parents will be notified of all assessment results, EL status, and Pathway placements, and have the option of requesting a Parental Exception Waiver.

All identified English Learners are assessed for primary language proficiency in listening, speaking, reading, and writing using the Initial ELPAC within *30 calendar* days of initial enrollment. A fluent speaker of the student's primary language, who is trained in test administration, conducts the assessment. Results of the primary language assessments are communicated to the parents. The results of this testing are used to evaluate students' literacy development in the primary language and to make program recommendations. All students identified as EL using the Initial ELPAC will then be administered the Summative ELPAC each spring.

All EL programs at Literacy First Charter School take place within the school's Language Support (LS) program. There are three different Pathways for English Learners. The three Pathways are categorized by EL levels: Emerging / Newcomer, Expanding, and Bridging. English Learners should be placed in the appropriate setting based on ELPAC scores AND other indicators of their ELD progress, including but not limited to curriculum-embedded assessments, prior schooling, grades, teacher recommendations, etc. Until reclassified, all EL students receive ELD throughout the instructional day in two ways: first through at least 30 minutes of daily Designated ELD where students are grouped by English proficiency levels, and Integrated ELD provided throughout the day and across the disciplines. All pathways may provide support in the student's primary language as needed. All content is taught by teachers with the appropriate EL certification based on state requirements who use Specially Designed Academic Instruction in English (SDAIE) methodologies, standards based school adopted curriculum, and EL supplemental materials to ensure English Learners go from accessing content to actively learning throughout the instructional day. Administrative support is essential for a quality program that facilitates the successful academic and linguistic development of English Learners. Quality programs require support and collaboration among teachers.

Articulation between grade levels is necessary for assuring a strong academic program as well as the successful acquisition of English for all English Learners. Parents are also a critical component for successful programs. Their support is essential. Ongoing opportunities must be provided for both oral proficiency and literacy in English. As well as ongoing opportunities must be provided to ensure parents learn about the school program and ways they can support student learning in the home. Good communication between the home and school will result in greater parental support and participation, leading to higher levels of student achievement.

Given the instructional shifts in the CCSS, NGSS and new CA ELD Standards, the implications for English Learners require a comprehensive and integrated approach to teaching academic language and disciplinary literacy. All teachers in all EL pathways must attend to the language learning needs of their ELs in strategic, intentional and differentiated ways that promote the simultaneous development of content knowledge and advanced levels of academic English.

Comprehensive ELD instruction is provided through Designated and Integrated ELD. There are three parts to the new CA ELD Standards: Part I: Interacting in Meaningful Ways, Part II: Learning About How English Works and Part III: Using Foundational Literacy Skills. Parts I and II of the ELD Standards work in tandem with one another in this comprehensive approach where ELs develop academic English primarily through meaningful interactions with others around intellectually-rich content, texts, and tasks that require students to interpret and discuss literary and informational texts; collaboratively and independently write a variety of different text types. It is through these engaging and intellectual challenging activities that ELs strengthen their abilities to use academic English successfully in school while also developing critical content knowledge through English. Note that Part III: Using Foundational Literacy Skills is equally important for English Learners to develop full literacy in English and should be addressed during ELA instruction based on literacy assessments used to inform and monitor instruction. (CA ELA/ELD Framework & SFUSD)

Designated English language development instruction as defined in the CDE ELA/ELD Framework is a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.

Integrated English language development is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English Learners use the CA ELD Standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners (CDE ELA/ELD Framework). Effective Integrated ELD instruction requires the use of intentional practices for English Learners and regular academic interactions and conversations as the key drivers to access and master core, grade level academic content. English Learners enrolling in secondary schools are a very diverse population. In order to facilitate proper program placement and to best ensure that ELs will succeed in school it is useful to informally identify broad categories of

English Learners. Grouping students this way is not intended to track students into pre-determined schedules. Rather, it is intended as a tool to help sites gather student information and assist with

program placement and support. There are three informal groupings of ELs within Literacy First Charter School at the secondary level.

These include:

- Newly arrived English Learners with adequate formal schooling
- Newly arrived English Learners with limited formal schooling (under-schooled)
- Long-term English Learners

The typical four-year pathway may not apply for some of these students. In some cases, they will require an additional year of high school or should be given an opportunity to transition to other programs such as Adult School. In all cases, it is important that these students be counseled correctly, be made aware of the challenges ahead of them, and be given a definite learning plan that will enable them to successfully complete high school.

Reclassification Procedures

- Overall ELPAC score: Moderately Developed (level 3) or Well Developed (level 4)
 - Sub-skills at ELPAC level 3 or higher
- Smarter Balanced English Language Arts: Level 3 or 4
- Smarter Balanced Mathematics: Level 3 or 4
- Report Card: Grades 4–12 “C” or above in each of the following areas:
 - English/ Language Arts (ELA)
 - Mathematics
- Teacher recommendation
- Parent consultation
- Administrative approval
- The following additional factors may also be considered in determining a students’ eligibility for reclassification

When an EL, demonstrates that s/he has reached the criteria mentioned above, a recommendation for reclassification is made. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process. The Language Support Coordinator will make recommendations for review and approval.

Complete details of the LFCS English Learners program are outlined in detail in the English Learners Master Plan.

English Learner Pathways K–12*

Type of Setting	PATHWAY & STUDENTS SERVED	PROGRAM COMPONENTS FOR ENGLISH LEARNERS	STAFFING REQUIREMENTS
Designated ELD and Integrated ELD	<p>Emerging English Learners</p> <ul style="list-style-type: none"> ELPAC Level 1 (Beginning) ELPAC Level 2 (Somewhat Developed) 	<ul style="list-style-type: none"> Designated ELD: ADDITIONAL 30–60 daily minutes (K–8th); with school adopted ELD materials and supplementary materials Access to core: differentiated instruction in reading, writing, mathematics, social studies, and science with Specially Designed Academic Instruction in English (SDAIE) strategies and materials Art, Music, P.E.: mixed groups with ELs, R-FEPs, I-FEPs, EOs Primary Language Support to motivate, clarify, direct, support, explain 	<p>BCLAD preferred in Level 1 or CLAD SB1969/395, AB2913 (Hughes) or</p> <p>BIG English, Rigby On Our Way to English, school adopted LA curriculum components, other supplemental materials</p>
Designated and Integrated ELD / English Language Mainstream (ELM)	<p>Expanding English Learners</p> <ul style="list-style-type: none"> ELPAC Level 3-high (Moderately Developed) <p>Bridging English Learners</p> <ul style="list-style-type: none"> ELPAC Level 4 (Well Developed) 	<ul style="list-style-type: none"> Designated (30+min daily) and Integrated ELD: with school adopted ELD materials and supplementary materials across disciplines Access to core: differentiated instruction in reading, writing, mathematics, social studies, and science with Specially Designed Academic Instruction in English (SDAIE) strategies and materials Art, Music, P.E.: mixed groups with ELs, R-FEPs, I-FEPs, EOs Primary Language Support to motivate, clarify, direct, support, explain 	<p>BCLAD, CLAD</p> <p>SB1969/395, AB2913 (Hughes) or equivalent</p> <p>Language Central, Rigby On Our Way to English, Open Court ELD Components, school adopted LA curriculum components, other supplemental materials</p>
The Academy Program	<p>All levels of English Learners</p> <ul style="list-style-type: none"> ELPAC Levels 1–2 (Beginning Stage and Somewhat Developed) ELPAC Level 3 and 4 continue if needed 	<ul style="list-style-type: none"> Designated (30+min daily) and Integrated ELD: with school adopted ELD materials and supplementary materials across disciplines Access to Core: Initially differentiated instruction in primary language possible for reading, writing, mathematics, social science, and science. As students gain proficiency in English, an increasing amount of content instruction will be in English until the student is reclassified. Art, Music, P.E.: mixed groups with ELs, R-FEPs, I-FEPs, EOs 	<p>BCLAD or Equivalent</p> <p>Longman Writing, Pearson’s Keystone, Language Central (subject specific), other supplemental materials.</p>

*Any student on any pathway can receive intervention or increased designated ELD minutes as needed. Grades 7-12 can receive additional interventions through additional academy modules.

SPECIAL EDUCATION

LFCS shall be categorized as a public school of the County for purposes of special education, in accordance with Education Code Section 47641(b). As such, for the purposes of Special Education LFCS shall operate as its own LEA and operate as a member of the El Dorado Charter SELPA. LFCS does not intend for the COE to provide any Special Education services.

LFCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

LFCS will use the SDCOE digital reporting forms and will report annually to the appropriate county, state, and federal entities using the CALPADS/SEIS reporting systems. LFCS will abide by the most current federal Individuals with Disabilities in Education Improvement Act (IDEA) legislation, the State of California regulations for implementation (Solis Bill) including Part 30 of the California Education Code relative to Special Education programs, and relevant parts of Chapters 3 and 5.1 of Division 1 of Title 5 of the California Code of Regulations relative to the Special Education of students and youth with disabilities and uniform complaint procedures.

LFCS will follow the legal specifics of Special Education/IDEA legislation in its delivery of services to include the following:

- 1) An equal opportunity for all students that may not be denied on the basis of a disability
- 2) A written Individualized Education Program (IEP) for all students identified and qualified as having a disability and receiving special education services
- 3) A free and appropriate public education program – this program to be determined on an individual case-by-case basis depending on each student’s unique needs and which may be challenged by the student’s parent(s) through due process procedures
- 4) A least restrictive environment or “Natural environment” in consideration of the following factors:
 - a. A comparison between educational benefits available to a disabled student in a traditional classroom and a special education classroom
 - b. The non-academic benefits to the student with a disability from interacting with nondisabled students
 - c. The degree of disruption of the education of other students resulting in the inability to meet the unique needs of the disabled student.
- 5) Due process requirements which include notification of parent(s) of the intent to evaluate for special education and consent to this process by the parent(s).
- 6) Nondiscriminatory evaluation procedures for students with IEPs.

It is the goal of LFCS to meet the educational needs of every child in every classroom and to minimize the need for special education services. This ultimately gives Literacy First Charter School more latitude of response in meeting all students’ needs. The use of a school-developed student profile will provide consistent learning needs information from teacher to teacher as a student progresses and ensure that individual student strengths and weaknesses are being addressed

to ensure student success. Additionally, LFCS uses assistive technology when necessary which includes the use of laptops and other word processing type devices, “code writer” software, inspiration software, sensory equipment and additional support software programs. Being committed to meeting student needs motivates the team to find resourceful ways to meet the needs of students with a variety of needs. FM sound systems have been installed in the majority of classrooms, to assist, not only, our hearing-impaired students, but to give every student the advantage that research has proven these systems provide.

In the case that the regular classroom program is not meeting the educational needs of a child, the teacher or teachers will inform parents and a multiple tiered level of instructional Response to Intervention (RtI) framework will be developed for the child (see *Appendix C*). The MTSS framework uses a systematic problem-solving approach, utilizing the teachers, administrators, parents, the student, psychologist, nurse, family members, and any community member as deemed helpful, to assist students who are not progressing at a satisfactory rate. After a student’s needs have been supported through implementation of all tiers a student should be referred for a special education evaluation. Evaluative procedures may be utilized within the scope of the Student Study Team without a formal referral for a special education evaluation.

Exceptions to the above RtI policy include:

- 1) If a parent/legal guardian requests a special education evaluation they have a legal right to have that request carried out within the mandated time frame (50 calendar days from the time the assessment plan is signed by the parents). This parent or these parents should be made aware of the Student Study Team process and its benefit for their child and the benefit of exhausting available school resources. If the parent requests the special education evaluation, he or she should provide a written request to the school.
- 2) If a LFCS staff member sees significant weaknesses in a student’s abilities and suspects that an evaluation for Special Education may be warranted, the staff member may submit a request to the Program Director of Special Education which will trigger the Student Study Team determine if evaluation, prior to intervention is appropriate.
- 3) If a child appears to have a speech difficulty, he or she may be referred for a speech and language evaluation without going through the Student Study Team process.

If it is deemed that LFCS is not able to meet the needs of a particular student on site, collaborative partnerships with the Regional Center or an intra-district transfer may be implemented to ensure FAPE is maintained. Additionally, if deemed needed, LFCS special education staff will work together with the El Dorado Charter SELPA team and the SDCOE special education team as necessary to identify and provide a non-public education placement or for services needed that would address mental health or other necessary services or supports.

The site administrator will meet regularly with on-site special education personnel including psychologists, speech and language therapists, adaptive physical education specialists, and resource specialists. The administrator will receive regular reports from any special education professional on-site outlining the amount of time each professional spends with each special education student as correlated with Individualized Education Program mandates. The reports from resource specialists shall include meeting dates with parents as scheduled on the IEP.

Special education personnel on-site at LFCS will work as a team with the school's teachers, parents, and administrators. The School Principal and Program Director of Specialized Student Services will hold special education personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents. The strategies identified for intervention will, where possible, emphasize inclusion in the regular classroom setting – subject, of course, to the restrictions identified in the IEP. All hours of service listed on the IEP must be provided to the child. If the hours are not being provided on a weekly basis, as is the case when certain specialists are not available for hire, those service hours must be provided in arrears.

All incoming students will be screened to determine if they have an Individualized Education Program or a 504 plan.

At the high school level, students with an IEP may receive services in a variety of ways. Each IEP student will be assigned a specific study skills class in which their goals can be individually addressed. Additionally, a resource specialist may also come into the classroom to provide support during class time. Individual consultation will occur as needed. Parents are active participants in this process at the high school level as we work to ensure academic success for our high school students with special education needs. The variety of leveled classes, including the Academy, provide a rich environment in which the needs of a resource student may be addressed. Additionally, counselors and mental health support staff are available as needed.

Section 504 of the Rehabilitation Act

LFCS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by LFCS shall be accessible for all students with disabilities.

LFCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Literacy First Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protection under Section 504.

A 504 team will be assembled by the Program Director of Specialized Student Services and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social/emotional, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Literacy First will provide special education services as per the student's IEP. For students who do not receive a diploma Literacy First will provide special education and transition services by Literacy First special education staff, contracting for services, or through the Inter SELPA process for students up to the age of their 21st year.

FREEDOM ACADEMY – PROGRAM DESCRIPTION

Curriculum and Program

Freedom Academy exists to provide education alternatives to families desiring the opportunity for flexible, yet meaningful learning opportunities. Freedom Academy strives to create literate citizens and defines that as, “fluency and skilled ability with the written and spoken word as well as technology, mathematics, science, media, history, the arts, and contemporary culture.” Families interested in enrolling in Freedom Academy will be required to participate in a preliminary interview in which the program is described thoroughly by the Program Director. Upon assessing the academic and learning needs of the child along with identifying the family’s commitment to fully participate in the program the student will be enrolled in Freedom Academy in the same manner of enrollment used at Literacy First Charter School K12, through an online application process (Please see *Appendix D* for the visual flowchart of how the Freedom Academy program will progress from the start).

Once enrolled, students and their families will be assigned a Teacher Consultant (TC). Based on an initial assessment, administered by the TC a customized Individualized Academic Program (IAP) will be developed specifically targeting the learning goals of the student. Parents will be given grade level standards and co-create with their TC, a plan for the first month of instruction, as well as identify long term and short term learning goals. Along with the IAP parents will be provided the curriculum necessary to complete the student’s individual program. The curriculum may mirror that of instructional materials currently used in the LFCS program. However, should the curriculum be different than that of the typical LFCS program, it will be standards based in approach. In addition to pencil and paper curriculum, parents will be given additional resources to broaden the learning experience which may include online program options such as Power Homeschool, Reading Eggs, Raz Kids, and Khan Academy. Freedom Academy will also provide parents access to live webinars, discussion forums, onsite Parent Enrichment classes, additional curriculum resources, student progress reports, and TC support. TC’s will communicate through phone calls, emails, video conference, and/or home visits to ensure the parents and students have support necessary to follow their IAP. Upon enrollment, assignments will be collected after 14 days and at the end of the 20 day (month) Attendance Period, parents and students will conference with the TC to review their progress. Upon confirmation, the review times will continue with monthly conferences while maintaining frequent contact with the assigned TC. In addition to the monthly conferences, Freedom Academy offers onsite enrichment for both parents and students. These courses will be taught by credentialed teachers and will focus on specific content areas, standards and skill sets. A student progress log will be maintained to verify all meetings, training, lab hours, and communications in order to verify academic intent and ultimately, progress.

Different Learning Styles and Teaching Strategies

Individual academic plans will be developed based on student needs, student modality, student skill levels and family lifestyles. Student sample work will be collected regularly to verify that the student is meeting the IAP goals. A hard copy of the student work samples, Monthly Concept Logs and Attendance Summaries will be kept.

School Calendar and School Times

The students at Freedom Academy will follow the Literacy First Charter School calendar. TC's will monitor student progress through in person conferences with both the student and parent, shared work samples, assessments and Monthly Concept Logs to ensure standards are being met and minimum time requirements are verified. A student Attendance Summary will be kept to verify time on task and assignments completed to justify school attendance. TC's will collect this data from parents during monthly conferences.

Extracurricular Activities

After school activities including music, sports, and other enrichment programs may be available to Freedom Academy students at our brick and mortar K-8 locations as space is available. As the Freedom Academy program develops programs specific to Freedom Academy students to include sports, art, music, and other enrichment activities may be developed.

Academic Support and Intervention

The very nature of Freedom Academy allows for academic support and intervention. Should it be recognized that a student is not progressing at a rate that is typical, the TC and parent will develop a specific program to meet the needs of the underperforming student (as shown in the infographic in *Appendix D*). This may take the form of an RtI or an academic support plan, recognition for the need of special education services or additional language support. Specifically, this may include referral for tutoring services, specific online support through programs like Khan Academy and Raz Kids and/or enrichment support through specific elective classes offered by the Freedom Academy staff, developed particularly for the students of Freedom Academy. Parents may be able to visit the Resource Center and take advantage of additional support materials that are available to further support their student in their educational endeavor. These supports might include educational games, additional text books, leveled readers, and current event periodicals, manipulatives for math and/or graphic organizers and supports to develop any variety of writing and language arts skills. Additionally, ancillary science and social studies materials may be available for projects and labs. The intention of support for this type of student remains identical to that of a regular day school student attending an LFCS school site. If additional support outside of the home setting is required, the TC will arrange this as well.

English Learners

In order to meet the needs of students requiring additional language support be it an English learner or any student demonstrating the need for additional language support, specific goals will be set to support English language development through the ELA framework. Programs may include Read Naturally, Interactive Readers, Rosetta Stone Online and a variety of other standards based current programs. Additionally, should the need be recognized, providing parent support classes for these students will be offered.

Special Education

Additionally, it should be recognized that if a student requires special education services the same process for identifying for services would apply for a Freedom student as any other LFCS K8

student. Freedom Academy will implement the provisions of any existing IEP or provide comparable services for a period of up to 30 days. During that period, an IEP team meeting will be convened for the purpose of assessing the students' needs, determining the appropriateness of the current placement and services to meet the individual needs of the student, and revise the IEP if appropriate. If the IEP team determines that the student can successfully participate in the charter school's independent study program, the IEP must be revised accordingly. If the team concludes that the student's needs cannot be met in the independent study program, the IEP team must determine how and where the necessary services will be provided following all policies and procedures as outlined in the standing agreement with the El Dorado Charter SELPA, and all applicable state and federal laws.

Additional Program Criteria

It should be noted that Freedom Academy is an Independent Study Program for K-8 students. At the conclusion of eighth grade, students from Freedom Academy are not guaranteed a seat in the LFCS brick and mortar program. Students are welcome to apply for a high school spot; however, these students must participate in the Lottery (if a lottery has been enacted) with no guarantee of acceptance. A preference may be given to Freedom students who apply for Literacy First Charter School K8 program should spots be available.

In addition, should a family decide to withdraw from the Freedom Academy program at any point, there is NOT an automatic pathway to Literacy First Charter School K-8. Freedom students must apply as any other seeking admittance to the brick and mortar Literacy First K-8 program and will be subject to the lottery process. A preference may be given.

Dismissal Procedures

If there is a concern that the academic program set forth for a student is not being effective for any number of reasons, a mediation conference and review will be convened to determine an intervention plan. In particular, this may be convened after the first trimester (or any subsequent trimester thereafter). If a determination is made, after the attempt at an intervention plan has been established, that the Freedom Academy K-8 independent study program format is not a good fit based on assessment data, student progress, and attendance records, due to parent or guardian lack of effort or failure to comply with basic record keeping regulations, time requirements or general failure to educate, a family may be dismissed from the program. A student's failure to progress may not singularly be a reason to dismiss; parent lack of participation in the student's education and non-compliance with the mandated record keeping and accountability would be the primary concern should dismissal be considered.

Record-keeping and Accountability

While the premise of Freedom Academy is to provide an educational option that is more flexible, individual and personal for families that choose this option, it is clear that students in Freedom Academy will be held to the same standards as those of their counterparts in a regular brick and mortar LFCS school. The individual academic programs will be standards based and will be assessed with the same global assessment tools used at LFCS. While curriculum may not be identical to what is used in the classroom, it will reflect the same standards, time commitment to learning and days in class. Teacher consultants will maintain appropriate paperwork, work

samples, data and records required by state and school mandates. Between a physical record keeping process and other developed study contracts, clear records will be available for verification of academic progress, auditing credibility and student accountability. Freedom Academy students will benefit from the “freedom” of an independent academic program and the accountability of a brick and mortar school.

LFCS shall comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, et seq.; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that LFCS shall operate pursuant to an adopted independent study Board policy; and each student will have a master agreement.

ELEMENTS B AND C: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASURING OF STUDENT PROGRESS

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

The curriculum used at LFCS is State Standards compliant. LFCS is committed to maintaining the commitment to standards as they are revised or changed over the next few years. LFCS understands that whether they are the standards of today or the revised standards of tomorrow, these are the measurable standards to which our students will be held accountable as required by Education Code Section 47605(c)(5)(B). There is no doubt that the following go hand in hand:

- 1) Exit Outcomes/Standards (*What should our students know / be able to do?*);
- 2) Curriculum / Instruction (*Content, what is taught and how best to teach it*);
- 3) Assessment (*How will we know if our students are meeting the ongoing benchmarks of progress and promotion, and have in fact met the exit outcomes?*)

All three elements - standards, curriculum, and assessment - must be closely aligned in order for the school to have a healthy, coherent educational program. A standard is of little value if it cannot be measured/assessed; curriculum that does not provide an effective way of teaching the standards will not engage the students or motivate them to learn, and an assessment system that is detached and does not accurately reflect what the students are learning will not truly measure student growth. Assessment must drive instruction.

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Mastery will be measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm-referenced. The approach will be conducive to benchmarking students against themselves, evaluating groups of students (e.g., English Learners), and assessing the whole school from year to year.

LFCS K-8 has developed specific common core standards-based report cards. Each card is specific to the standards the particular grade level. Grade level teams were all part of the development of

these cards. Meeting state standards is built into the fabric and expectation of the school culture and overall educational program. A sample of the report card can be seen in *Appendix F*.

Data collection strategies and student assessment will include, but not be limited to:

- 1) State-mandated standardized tests, including but not limited to, the CAASSP, ELPAC, CAST and PFT
- 2) School-designed tests-curriculum based assessments (CBA'S) and Outcome Based assessments (OBA's).
- 3) Teacher Assessments/Student Progress Report
- 4) Screening Tests
- 5) Portfolios
- 6) Exhibits
- 7) Publisher-developed assignments and assessments
- 8) Faculty/teacher-developed tests
- 9) Student Conduct Records
- 10) Program Audits
- 11) Stakeholder Surveys
- 12) Longitudinal Study

The results gathered in the student's first year, including an entry assessment, will serve as baseline data. Each student has a "green" in house student portfolio in which test data, learning styles, strengths/weaknesses, particular issues or limitations or accommodations are noted. This portfolio is passed on from grade to grade so that no time is lost in understanding a student's needs as they transition from year to year. This portfolio will also include copies of any intervention or resource services that a student may be receiving.

At the high school level, report cards are driven by each subject as developed by the teacher. Report cards are online and may be used in a hard copy as well. Parents have ongoing access to the parent portal (as do 7-8 grade parents) to see regularly where their student's progress lies and how they are achieving.

Since LFCS believes that reading is the most important single skill taught in school, we have selected both formal and informal reading assessments for use with our students. These assessments will assist the teacher in targeting areas of strength and weakness, in monitoring student reading development, and in planning appropriate instruction. Each assessment will be selected because it measures an important research-based reading skill. Some of the assessments are formal assessments that have been refined through rigorous field testing and validation studies; others are informal curriculum-based assessments designed to measure specific skills critical to successful reading.

In an effective reading program, assessment informs instruction. This is true for large groups as well as for individuals. Different instruments serve different purposes. The specific purpose determines the instrument selected and when in the instructional sequence it is used.

In the primary grades, reading instruction includes teaching discrete skills. These specific skills provide the foundation for long-term outcomes such as comprehension and fluency. Because of

the need for master of these skills, effective reading assessment in the primary grades is frequent and specific.

Beginning in kindergarten, assessment plays a role in monitoring progress as well as identifying causes of reading difficulties. Unlike primary assessment, which begins with the discrete skills, the upper grade often starts broadly and then become more discrete in order to pinpoint particular reading sub skills that might cause reading difficulty.

To meet the students' various assessment requirements, LFCS has developed assessment toolkits around three broad types of assessment: screening, formative assessment, and summative assessment. A multi-tiered level of instructional program will result from any student not making adequate progress.

All students entering the school for the first time in grades K-12 will be assessed to determine various levels of ability, including language proficiency, reading and math levels. Various instruments will be used in combination. For students entering school midyear, basic skills assessment will be administered along with a review of the student's report card, standardized testing and student cumulative record file. This entry assessment, along with other information gathered during the first year will be used to establish a baseline for each student.

PARTICULARLY AT THE 9-12 LEVELS

The following assessments will be used to determine student ability, readiness, success and academic achievement:

- *Placement exams: Incoming freshman and new students are given placement exams in order to determine their proficiency levels in core subjects. Comparable tests are given at the end of the year to measure progress.*
- *State Required Tests: All state required tests are given and analyzed closely (CAASPP, EAP, ELPAC, CAST, etc.)*
- *Other Standardized Tests: PSAT annually beginning in 10th grade, AP tests, etc.*
- *Traditional Classroom Assessments: Quizzes, essays, projects and exams are delivered regularly in classes.*
- *Illuminate testing: This baseline and monitoring testing will be used at least throughout the year for all Academy and Resource students to assess student progress reading and language arts. Student growth and areas of need may be measured using this assessment and student skills remediated accordingly. Benchmark scores for students in the academy determine their ability to move out of the Academy into other basic standard language arts classes.*
- *SCANTRON Achievement Series: These tests go with curriculum and standards as specifically designed by the teacher to meet the need as verified from the performance series or other assessments used in the classroom. Being linked directly with the student*

data base and the SCANTRON test bank allows this testing to be as specific to classroom lessons as the teacher designs and can be directly linked to standards mastery.

- *Additional diagnostic tools as the program develops including: AIMSweb as a progress monitoring tool for EL and Academy students and students in a MTSS and the Gate McGinite for skills assessment.*

FREEDOM ACADEMY

The same assessments that are used for baseline data, benchmarking and measuring progress, as described above, will be used with the students of Freedom Academy. The teacher consultant will ensure that students are tested as required and making adequate progress. Should progress not be measured additional steps are in place to determine continuation in the program, change of curriculum or the need for further support.

Students will also be measured in non-curriculum areas such as attendance. Non-curriculum areas are often overlooked when it comes to assessment, but Literacy First Schools believes that students mature more successfully when they are held accountable for both academic performance and conduct. The TC will work with parents of Freedom Academy students to determine appropriate areas in which further assessment may be beneficial and/or appropriate.

Assessment	Grade levels	Type of test	Administered
<i>AIMSweb</i>	<i>1-8 Academy as needed</i>	<i>Reading and math baseline level and for progress monitoring</i>	<i>Initially as a Baseline Quarterly for progress monitoring</i>
Designed to evaluate, monitor and report reading comprehension and progress in learning. The Rigby Benchmark test provides assessment on three levels; accuracy, comprehension, and fluency. There is a standard expectation of progress per grade level that allows for monitoring of appropriate student progress for school success			
<i>CAASPP Testing</i>	<i>3 - 8, 11</i>	<i>Overall achievement level</i>	<i>Annually</i>
As designated by both the California Department of Education, all students will be tested with the state testing program beginning in the 3 rd grade. As determined by the California Department of Education, each grade level will take the appropriate number of tests in order to measure Academic Performance levels for LFCS. As can be noted by LFCS scores, our students have done remarkably well in this area. Although the testing data is in flux right not and the complete impact and ability to compare scores is static, the LFCS team is confident that LFCS scores will continue to be exemplary as they have over the past five years. Additionally, scores are measured by cohort group and by grade level annually to see where the strengths and weaknesses of each group lie. Data is examined to see how each separate group by gender, grade, ethnicity and language ability is doing. Teachers use their data to drive the development of new programs to ensure continuing student progress and academic growth.			
<i>ELPAC</i>	<i>K-12, EL Non reclassified students</i>	<i>English Language Fluency</i>	<i>Annually</i>

The ELPAC test levels our English Learners and provides data that informs as to student language skills. Instruction is based upon these levels of language development as well as specific language development programs for our students K12.

<i>School designed Tests</i>		<i>Kinder screening readiness</i>	<i>Initial entry</i>
		<i>Developmental readiness</i>	<i>Quarterly</i>
Results of the various tests will be used to measure student progress/mastery, and to determine promotion. It is expected that students will show growth from year to year and from unit to unit as instructed. Students not showing this type of growth will be assessed to determine the cause and if needed and/or possible additional instruction will be implemented to ensure student progress either through after school tutoring, in school intervention or additional parent assistance. Special attention will be paid to the EL population to ensure that language or lack of language is not the barrier to acquiring knowledge.			
<i>School designed Tests</i>	<i>K- 12</i>	<i>Variety</i>	<i>As necessary for progress monitoring</i>
Teachers will prepare and provide a student progress report quarterly for parents. Parent Teacher conferences will be held for all students after the first quarter and at teacher or parent request for the 2-4 quarter. Regular parent contacts are made should a student begin to demonstrate difficulty in any given area.			
<i>Portfolios/Exhibits/projects</i>	<i>K – 12</i>	<i>Variety</i>	<i>As appropriate for subject</i>
Students will present portfolios and exhibits to the school community and/or community at large to be used as a reflection of class work and special projects. These projects will be exhibited as reasonable during regular school time to demonstrate student understanding of a variety of concepts in math, science, language arts, art or history. Specifically, 8 th grade matriculation is designed as a final capstone project, which provides the moving up student the opportunity to defend their education and showcase their academic successes. Again, specifically in the senior year, all student participates in a year long process of doing a Senior Exhibition that entails intensive research and presentation skills. This project is necessary for graduation from LCHS.			
<i>AIMSweb</i>	<i>K-12</i>	<i>Progress monitoring tool</i>	<i>As appropriate for need</i>
AIMSweb is an online progress monitoring tool that will be used with students on Rti’s or multiple tiered levels of instruction to determine whether a student is making a “normal” rate of improvement based on a national norm.			
<i>Living in my purpose survey</i>	<i>10th grade</i>	<i>Future college and career planning</i>	<i>Annually, 10th grade</i>
This test is done through our 10 th grade leadership program. It provides extensive information to the student and parent as to the student’s interests and aptitudes. The student along with the college counselor use this data to inform as they develop a post high school plan for the student.			
<i>Gates MacGinitie</i>	<i>9-12th grades</i>	<i>Reading fluency, comprehension, benchmarking</i>	<i>Fall, Spring Annually</i>
Gates-MacGinitie reading assessment. This test is given to all general education 9 th , 10 th , and 12 th grade students. 9 th and 10 th graders take it in the fall and 12 th graders take it in the spring. We use the results to measure how well our students read and to degree to which their reading improves from year to year. This data is stored on a Google Doc.			

Assessment leads naturally to instruction and, as such, helps monitor the need for intervention. If a critical skill is not mastered, this may indicate the need for intervention. At LFCS, teachers work collaboratively in grade level teams. Assessment results drive our program. Teachers look at data and plan accordingly. As an organization we have adopted the AIMWEB as an assessment program to assess students, 2nd - 8th grade at least three times yearly. This data allows teachers to make comparative analysis with student achievement as well as predict state test success. Because

of the breadth of this program our staff has had extensive training to ensure maximum usage of this resource. K1 use an initial assessment online tool called ESGI that provide baseline data for beginning phonics and reading skills. At the Kindergarten level a developmental readiness test is given at the onset of kindergarten. Additionally, a gross motor developmentally appropriate program has been developed to strengthen this area as research indicates these skills are determiners of future academic success.

Assessing overall student data determines the way in which our program and instruction develops. Because this was a first year test, the expectation and results were unsure as to how students would demonstrate understanding on this new type of test. However, overall LFCS students have remarkably well in comparison to students in the district and state as a whole. This we attributed to two factors: 1) Use of the online assessment and data tools for years has allowed our students to become more comfortable in an online testing situation 2) Our program has been very similar to the “new” common core for years, so the shift was not as great as it must have been for others 3) Using a progress monitoring tool routinely allows for quick data to know what students need what support in order to be successful learners.

Generally, this is the process that is implemented when test scores fall below what LFCS would expect: 1) Initial read of the scores to determine where the levels are 2) Determination of gains and losses 3) Clarification for either 4) Determining factors that are redeemable 5) Further critical analysis of the scores by the grade level teams, 5) Strategy is developed depending on the weakness or loss in scores, 6) Appropriate materials developed, located or purchased to provide the support necessary, 7) Team commitment to remedy the issue, 8) Ongoing planning and preparation based on state standards, using release questions and critical thinking skills. Because of the lack of test data due to the current pandemic situation, relying on our progress monitoring tools has become vital as well as our own in house resources so that we are sure that students are making as much progress as possible despite the irregular testing cycle and life circumstances.

This is an ongoing process as teams meet at least monthly to plan together. Additionally, scores are analyzed by the administration if there are concerns that at particular grade level, class or teacher is seeing more gains or losses than typical. On either end, staff is brought into the discussion to see what goes on in the classroom.

At every level, teachers work collaboratively to ensure maximum student success in a cohesive and systematic manner. Additionally, cross grade level meetings discuss expectations so that all grades coming in and exiting are meeting the expectations of the next level.

The following chart shows additional factors, which influence academic achievement and growth and the various tools used to assess the expected outcomes:

Measurable Outcomes	Expected Outcomes	Real Outcomes 2019-20	Assessment Tools
Student Conduct	<p>Average MONTHLY attendance rate of 95%</p> <p>Tardy rate will not exceed 3.5% yearly</p> <p>Suspensions/expulsions will not exceed 5%</p>	<p>Average MONTHLY attendance rate is 98.6%</p> <p>Tardy rate is 0.9% greater than 10 minutes</p> <p>Suspensions/expulsions are less than 5%.</p>	<p>Student Information Systems Reporting</p> <p>In-house records</p>
Parent Involvement	<p>90% will attend ongoing parent-teacher conferences during the year</p> <p>75% will attend at least two parent activities during the academic year</p> <p>Participation of parents with their children will increase each year until 90% are involved</p>	<p>99% attended parent – teacher conferences in person or via phone or video.</p> <p>89% attended activities during the school year.</p> <p>Met with goal to continue to growth.</p>	In-house data
Professional Development	<p>100% attendance at the annual beginning of school training sessions prior to school opening</p> <p>Multiple, regular in-service opportunities</p>	<p>Mandatory requirement of employment.</p> <p>Professional learning communities thriving.</p>	In-house data
School Community	<p>93% overall attendance rate for all employees, credentialed and classified</p>	<p>96% attendance rate for all employees, credentialed and classified</p>	In-house data

Other factors that we feel influence our test outcomes and positive results include:

High daily average attendance in all grades K12 at all sites, low tardy rate and low suspension rates. Other factors include strong parent support shown by participation in parent/teacher conferences, attendance to school events, specific meetings for parents, grade level events and social media participation. Finally, our staff is trained and provided support in developing resources and skills that will serve their students to maximize their learning. This occurs at monthly staff meetings, team meetings, all staff professional growth opportunities. All of these opportunities occur at least monthly at LFCS as a whole team and additionally at team and department trainings.

Covid-19 has had a significant impact in our professional development program. The large group setting has been less desirable. For that reason, trainings have been occurred in small team group meetings, separate site meetings and with mentor and lead teachers in small groups and individually.

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

LEGAL STATUS: NON-PROFIT PUBLIC BENEFIT CORPORATION

Literacy First Charter School is a California 501(c)(3) non-profit public benefit corporation pursuant to California law. It is a stand-alone corporation and not a subsidiary of the San Diego County Office of Education. Literacy First Charter School shall act as its own fiscal agent to the fullest extent of the law (A copy of the Bylaws for LFCS is attached as *Appendix L*).

Literacy First Charter School shall operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and Literacy First Charter School. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of Literacy First Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Literacy First Charter School, as long as the County has complied with all oversight responsibilities required by law.

CONFLICT OF INTEREST

Literacy First Charter School shall comply with Government Code Section 1090 *et seq.* as set forth in Education Code Section 47604.1, and the Political Reform Act. The Literacy First Charter School Board of Directors has adopted and maintains a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school specific conflict of interest laws or regulations (see *Appendix M*). This Conflict of Interest Code specifies the Form 700 filing requirements for both board members and designated employees in accordance with law.

Board members and employees with a conflict of interest shall disclose the conflict of interest to The Board of Trustees and shall not make, participate in making, or in any way attempt to influence a decision in which the Board member has a financial interest. Further, The Board of Trustees shall determine whether this conflict prevents even the disinterested directors from approving a contract or transaction pursuant to the more stringent provisions of Government Code Section 1090 *et seq.* In addition to the requirements above, no employee shall be a member of the Literacy First Charter School Board of Directors.

OBLIGATIONS

LFCS realizes that, in accordance with the California Corporations Code, it has a legal and fiduciary responsibility for the well-being of the school. As such, Literacy First Charter School will set the terms and working conditions for all employees, and will do so consistent with state (EERA) and federal law, and shall be the employer of all of Literacy First Charter School employees (as opposed to the San Diego County Board of Education) for collective bargaining

purposes. Literacy First Charter School shall provide the County with a copy of its Statement of Facts, to be filed with the Secretary of State, to notify SDCOE of changes in the membership of the governing body of the corporation. The SDCOE shall in no way be held liable for any unpaid debts or obligations of Literacy First Charter School. It is understood that the SDCOE shall have the right of access to all charter school records to carry out their oversight responsibilities, and that the records of Literacy First Charter School are subject to the California Public Records Act.

BOARD OF DIRECTORS

Literacy First Charter School is governed by a Board of Directors (“Board” or “Board of Trustees”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The bylaws specify the Board composition, number of directors, terms, and method of designation or appointment to the Board. In accordance with Education Code Section 47604(c), the County may appoint a representative to sit on the Board of Directors.

The Board of Trustees’ major roles and responsibilities include approving all major educational and operational policies, approving the school’s annual budget, overseeing the school’s fiscal affairs, ratifying top administrative staff selections and seeing that all provisions of Charter School legislation are followed. All funds generated by LFCS will stay with the Charter School except for board-approved expenditures, which shall, in every case, be invoiced and/or receipted according to standard accounting practices as accepted by SDCOE. Board members have been selected from within the community and voted on by the existing board members. The Executive Director, Chief Business Officer and Principals from each site may attend meetings and provide information as needed to the Board regarding specific educational and school matters. They will not be members of the Board. Literacy First Charter School shall comply with the Brown Act and Education Code Section 47604.1(c).

SCHOOL ADVISORY COMMITTEES

Parent and community involvement in the governance of the school is assured by virtue of their integrated participation in the Board of Directors, Parent Team Leader Council, and District English Learners Advisory Committee. At the onset of the formation of Literacy First Charter School, parent support was evident in the number of petition signatures gathered in support of the development of the charter. After 20 years, parent support has remained strong and committed to the mission of LFCS. To date, strong parental support continues to be demonstrated as indicated by the number of volunteer hours logged in annually, the activities of the Parent Team Leader Council (PTLC) and our parent teams.

The PTLC may have a range of members from seven or more, depending on the number of parent teams in action in any given year (as noted in the *Appendix K*). The PTLC is made of members of the volunteer teams that have a proven record of involvement and volunteerism. The officers are elected by their peers to serve on this council. PTLC provides input to the Administration on the operations of the school and issues impacting students. This group provides input on policies and procedures fundraising, and governance ideas for increasing performance. The Council also provides feedback to the LFCS Board of Trustees and provide support and resources to the school and staff. The PTLC operates under the guidelines of bylaws which include procedures for dispute resolution involving students, parents, and staff.

Additionally, the District English Learners Advisory Committee (DELAC) provides input regarding the English Learners program and the progress of the EL population. This Committee works specifically to develop an understanding between cultures on campus (committee composition noted in *Appendix K*).

PARENT PARTICIPATION

The policy of LFCS is that of empowering parents as educational partners. Parents feel that their voice and participation at the school influences the development of the total school and its components. Parents have the opportunity to participate in a variety of meaningful ways; their presence on campus and assisting teachers in the classroom is most important.

In order to encourage significant parent involvement, the school has developed a “parent team” model. At the beginning of each school year, during parent orientation parents are informed of the opportunity to participate in the program at LFCS in some manner. Families are notified that parental involvement is not a requirement for acceptance to, or continued enrolment at LFCS. Parents are encouraged to become active in their child’s education through participation in any or all of the opportunities made available to them, including input into program development, parent conferences, parent nights, fundraising and other educational programs. Outreach efforts include weekly newsletters from school and classroom teachers, a school web site, E-mail communications, phone calls, school assemblies and information meetings and a strong social media presence. Every year, LFCS works to define better ways of informing, inviting and educating parents regarding their child’s education and the mission of LFCS, this has included events like our Parent Connection sessions.

MANAGEMENT/ADMINISTRATIVE TEAM

The administrative team of the Executive Director and Chief Business Officer, under policies adopted by the LFCS Board of Trustees, provides managerial and administrative oversight for Literacy First Charter School. This team, subject to the policy of the Board, negotiates operational management of Literacy First Charter School which includes: site acquisition, facility maintenance, insurance, advertising, development of promotional materials, enrollment, student information system management, human resource issues, including benefits, retirement program options, and personnel acquisition, financial services, budget development and management, payroll, procurement of legal services as needed, grant writing, external audits, curriculum and program planning, development and implementation oversight, facility usage planning, school security, staff evaluations, county reporting, management of all aspects of mandated programs, federal and state, technical program development and maintenance, in short, oversight of all aspects of the charter, financial, physical, and educational. This administrative team may subcontract with a variety of entities as needed in order to provide transportation, food services and any other services as needed in order to manage a viable, fiscally sound organization. The administrative team presents reports, monthly and annually to the LFCS Board on activities and events taking place at all school sites, in order to provide information so that the Board can perform its duties responsibly. Additionally, reports are submitted to SDCOE on a quarterly and annual basis in order to ensure complete accountability for a successful program. This administrative managerial team works hand in hand with the onsite second tier of assistant principals, vice principals and department directors to ensure all components of running a successful effective school occur.

ELEMENT E: EMPLOYEE QUALIFICATIONS

EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

Administrative staff in the LFCS Human Resources office shall verify and monitor all credentials, fingerprint checks, and employment clearances. The President of the LFCS Board of Directors shall be responsible for verifying and monitoring all criminal background checks and employment clearances for the Executive Director position. Such verification shall be maintained in files that are readily accessible for review.

Administration

LFCS will employ administrative staff that are appropriately credentialed to carry out the duties of onsite leadership. While an administrative credential may not be required, it would be the expectation that an administrative credential would be attained within 5 years of being assigned an on-site administrator or assistant/vice admin position. Specific job descriptions for this level of leadership are specifically outlined in *Appendix G*. The administrative team along with the Executive Director and Chief Business Officer are responsible for the effective and efficient implementation of the LFCS academic program, sports program and all other aspects of managing and overseeing a successful K12 coordinated program.

Teachers

LFCS will retain or employ teaching staff that hold the Commission on Teacher Credentialing certificates, permits, or other documents required for the teacher's certificated assignment in compliance with Education Code Section 47605(1). These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies appropriate to grade levels. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. Due to the EL population of LFCS, it is mandatory for all staff to either have the CLAD credential or equivalent or be in the process of obtaining an equivalent certificate. There will be an ongoing professional growth/continuing education effort for all staff with extensive in-service training to make certain that staff is fully equipped to service the needs of their students.

Literacy First Charter School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments.

Support Staff

Specialists, counselors, paraprofessionals, clerical, custodial, lunch support, and any other

position, or job descriptions, and qualifications will be determined by student needs and school wide or organizational priorities.

All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies (Job descriptions for school staff as well as performance standards for certificated staff are in the *Appendix G* for specific details).

Fingerprinting

All new to LFCS employees must submit fingerprint reports to Literacy First Charter School and receive clearance through our Human Resources Officer prior to reporting to work. Arrangements for Livescan fingerprinting may be done through the LFCS Human Resources office as needed. Additionally, any parent volunteer participating in any overnight field trips must submit fingerprints as well.

Note: No employee may report to work prior to receiving notification of fingerprint clearance.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

In order to provide safety for all students and staff, Literacy First Charter School maintains health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. As such procedures are subject to regular updating and amending based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of our insurance carrier, these policies may often be updated. The LFCS Staff Handbook includes policies and procedures as it pertains to these matters. (see *Appendix I*) Additionally the staff training matrix and this year's training document outline the range and scope of trainings in which our staff participate. It is anticipated the LFCS will contract with an online vendor that will provide a variety of the mandated training opportunities in a convenient manner.

In particular, with the pandemic years that we have experienced, LFCS has worked with community members, San Diego Public Health and San Diego County Office of Education to re-open our schools as soon as possible in the safest manner possible. This has involved a variety of resources including air filtration systems, outdoor handwashing stations, specific travel patterns, changes in the exit and entrance into schools, class sizes, teacher preparation and training, classroom hand washing stations and materials storage, individual sets of play equipment and play areas as well as lunch area and traffic flow. All the details of this re-opening plan and the continuation of schooling despite surges and peaks all entailed in our Roadmap to Return on our website.

The following is a summary of the health and safety policies of Literacy First Charter School:

Procedures for Background Checks

Employees and contractors of Literacy First Charter School shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must submit fingerprints to the California Department of Justice and receive a clear criminal record summary prior to commencing employment. Literacy First Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Literacy First Charter School's Human Resources Director will monitor compliance with this policy. The Board of Trustees President will monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct

supervision of a credentialed employee. This will include any parent going on an overnight trip with our students.

Role of Staff as Mandated Child Abuse Reporters

All employees shall be mandated child abuse reporters and follow all applicable reporting laws. Literacy First Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

Literacy First Charter School shall adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All incoming 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

CPR/First Aid Training

All employees shall be CPR/First Aid trained before the end of their first year of employment. LFCS staff shall be trained regularly to ensure that all LFCS staff is CPR/First Aid certified.

Medication in School

Literacy First Charter School shall adhere to Education Code Section 49423 regarding administration of medication in school. Literacy First Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision/Hearing/Scoliosis

Students shall be screened for vision, hearing and scoliosis. Literacy First Charter School shall adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the school.

Suicide Prevention Policy

Literacy First Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. Literacy First Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The suicide hotline number is printed on upper grades identification cards as well.

Prevention of Human Trafficking

Literacy First Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

Literacy First Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

Literacy First Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

Literacy First Charter School shall teach sexual health education and human immunodeficiency prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*)

School Safety Plan

Literacy First Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Literacy First Charter School' procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from Literacy First Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6.

- Procedures for conducting tactical responses to criminal incidents

A copy of this plan that is site specific is kept in each office. A generic copy for public review is available at the Primary Academy site.

Oral Health Examinations

Literacy First Charter School shall require its students to comply with all oral health examinations pursuant to Education Code Section 49452.8.

Emergency Preparedness

Literacy First Charter School shall adhere to an Emergency Preparedness/School Safety Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a public school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Literacy First Charter School. If the School is not situated on a public school site, it shall maintain its own Emergency Preparedness Plan specific to the site.

Blood Borne Pathogens

Literacy First Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Literacy First Charter School has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). This plan includes the annual training of staff. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

Diabetes

Literacy First Charter School provides an information sheet regarding Type 2 diabetes to the parent or guardian of any incoming 7th grade students pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- 1) A description of type 2 diabetes.
- 2) A description of the risk factors and warning signs associated with type 2 diabetes.
- 3) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- 4) A description of treatments and prevention methods of type 2 diabetes.
- 5) A description of the different types of diabetes screening tests available.

Drug Free/Alcohol Free/Smoke Free Environment

Literacy First Charter School shall maintain a drug, alcohol and tobacco free environment.

Uniform Complaint and Investigation Procedure

Literacy First Charter School shall utilize a uniform complaint procedure to centralize all complaints and concerns coming into the school. Under the direction of the Board, the appropriate site administrator shall be responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Literacy First Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. Literacy First Charter School has policies and procedures in place to prevent and immediately remediate any concerns about discrimination or harassment at Literacy First Charter School (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with Literacy First Charter School's discrimination and harassment policies. All staff is required to complete the online program called "Preventing Sexual Misconduct" to provide information and education on appropriate behavior in the classroom, with colleagues as it pertains to boundaries and healthy behavior.

Harassment policies will be a part of the orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

Literacy First Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. Literacy First Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

School Facility Safety

Literacy First Charter School shall comply with all applicable federal and state environmental laws. Literacy First Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Literacy First Charter School agrees to test, or if in a district owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. Literacy First Charter School will conduct fire drills regularly. As is current practice with all schools, LFCS shall implement its own school safety and disaster preparedness plan that are based on the provisions of Education Code Section 32286(a). Literacy First Charter School shall comply with Title 5 provisions relating to the siting of school facilities if required to do so as a condition of receipt of state school bond funds. To date, Literacy First Charter School has not accepted any state school bond funds and thus is exempt from such siting requirements pursuant to Education Code Section 47610.

Literacy First Charter School shall comply with all local safety ordinances as it relates to the integrity of the school structure. Periodic inspections will be undertaken, as necessary, to ensure such safety standards are met.

ELEMENT G: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the charter authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

LFCS has implemented a student recruitment strategy that included, but was not necessarily limited to, the following elements or strategies to ensure a student population balance of racial and ethnic students, special education students, and English learner students that is reflective of the district in which it is located:

- 1) An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- 2) The development of promotional and informational material that appeals to the various racial and ethnic groups represented in the district in which Literacy First Charter School is located.
- 3) The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- 4) The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district in which Literacy First Charter School is located.
- 5) Social media outreach and presence that will allow a broad spectrum of communities' access to information about LFCS.

There has been such community interest in the successful program at LFCS there has been little need to advertise or plan a strategy for enrollment as the community at large has been overwhelmingly responsive. The racial demographic of LFCS continues to be diverse and exciting. There will be a continued effort to ensure that the demographic of LFCS reflects the local demographic through targeted advertisement in local papers and community organizations information outlets. Our community is our best, most effective form of advertising.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

Literacy First Charter School has actively recruited a diverse student population from the district in which it is located and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of California. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be directed to the school web site as well as given specific printed material on school and student-related policies. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or of the pupil's parent or legal guardian within the state.

Admission procedures shall in no way discriminate based on any characteristic in Education Code Section 220, including immigration status. Instruction, admission policies and all other operations shall be non-sectarian in nature and no tuition will be charged for instructional services or programs/materials provided. In accordance with Education Code Section 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. A preference in the random public lottery will be given to siblings of students admitted to or attending the Charter School, and

to residents of the Cajon Valley Union School District. A lottery system is a random selection process by which applicants for admission to a public charter school are admitted to Literacy First Charter School. Specifically, family names will be entered into the lottery and randomly chosen until enrollment is full. A waiting list will be established at which point incoming students will be admitted on a “lottery number” basis established by the specific order in which names were chosen.

Literacy First Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

ELEMENT I: ANNUAL FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

The LFCS Board of Trustees will form an audit committee each fiscal year to oversee selection of an independent auditor (a CPA) who is on the State Controller’s list of approved auditors and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and reviews the school's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school, and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The annual audit will be completed and forwarded to the Charter School Unit or the appropriate financial officer of the San Diego County Office of Education, California Department of Education, and State Controller, on or before December 15th of each year. The school's audit committee will review any audit exceptions or deficiencies and report to the school's Board of Trustees with recommendations on how to resolve them. The Board of Trustees will report to the County regarding how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County, along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of LFCS is a public record to be provided to the public upon request. A copy of LFCS’ 2018-19 audit is included in *Appendix N*.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and the procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as Literacy First Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary policies and procedures fairly and

consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Literacy First Charter School' administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these Policy and its Administrative Procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Notification to Law Enforcement

Prior to the suspension or expulsion of any student, the Executive Director or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245.

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code Section 48900 (c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind.

The Principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students or nonstudents regarding the possession, sale, or furnishing firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal code 626.9 and 626.10.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

- ***DISCRETIONARY SUSPENSION OFFENSES:*** Students may be suspended when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force of violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's personal prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened,

a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with their academic performance.
 - d. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School

- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, video, or image
 - b. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student pupil who was impersonated
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - a. An act of cyber sexual bullying i. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - iv. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the

student had obtained written permission to possess the item from a certificated school employee, with the Executive or designee's concurrence.

- ***NON-DISCRETIONARY SUSPENSION OFFENSES:*** Students must be suspended and recommended for expulsion when it is determined the student:
 - a. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.
- ***DISCRETIONARY EXPELLABLE OFFENSES:*** Students may be recommended for expulsion when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force of violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's personal prescription products by a student.

- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by

a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - b. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with their academic performance.
 - d. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Art” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - c. An act of cyber sexual bullying.
 - i. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- ***NON-DISCRETIONARY EXPELLABLE OFFENSES:*** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
 - a. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other destructive device unless, in the case of possession of any object of this type, the

students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference:

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this

conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians:

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion:

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Literacy First Charter School Board following a hearing before it or by Literacy First Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member of the School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and The Board of Trustees shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Literacy First Charter School Board for a final decision whether to expel. The hearing by the Board shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
- 2) The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- 7) If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in

any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom the presiding officer believes is prompting, swaying, or influencing the witness.

- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or The Board of Trustees ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Trustees may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Trustees may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Trustees shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Trustees shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the County Office of Education upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from Literacy First Charter School as the Literacy First Charter School Board of Trustees' decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The School shall work cooperatively with parents/guardians as requested by parents/guardians or by the district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the School for readmission.

Re-admission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

Literacy First Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1) Notification of County/SELPA:

The School shall immediately notify the County/SELPA and coordinate the procedures in this policy with the County/SELPA the discipline of any student with a disability or student who the School or County/SELPA would be deemed to have knowledge that the student had a disability.

2) Services During Suspension:

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3) Procedural Safeguards/Manifestation Determination:

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities. On the date the decision to take disciplinary action is made,

parent/guardians should be notified of the decision and provided a procedural safeguards notice that complies with 34 CFR 300.504.

4) Due Process Appeals:

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Literacy First Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5) Special Circumstances:

These procedures apply to both special education students and students with a 504 Plan. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k) (7) (D), upon a person while at school, on school premises, or at a school function.

6) Interim Alternative Educational Setting:

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7) Procedures for Students Not Yet Eligible for Special Education Services:

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted IDEA only if the School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT SYSTEM AND BENEFITS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

All eligible certificated employees at Literacy First Charter School shall participate in the State Teachers' Retirement System ("STRS"). All classified employees shall participate in the federal social security system, and the Public Employees' Retirement System ("PERS"). Staff may have access to other school-sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies. The Principal shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

ELEMENT L: ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

No student may be required to attend Literacy First Charter School. Students who reside within the District who choose not to attend Literacy First Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in Literacy First Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Literacy First Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT M: DESCRIPTION OF EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

Persons employed by Literacy First Charter School are not considered employees of the District or County for any purpose whatsoever. No public school district or County employee shall be required to work at the Charter School.

Employees of the District or county who resign from District or County employment to work at Literacy First Charter School and who later wish to return to the District or County shall be treated the same as any other former District or County employee seeking reemployment. Literacy First Charter School shall not have any authority to confer any rights to return on District or County employees. However, District or County employees may have rights under District or County collective bargaining agreements, procedures and policies as they may be amended from time to time. Charter School employees shall have any right upon leaving the District or County to work in the Charter School that the District or County may specify, any rights of return to employment in a school district after employment in the Charter School that the District or County may specify, and any other rights upon leaving employment to work in the Charter School that the District or County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Literacy First Charter School. Employment by Literacy First Charter School provides no rights of employment at any other entity, including any rights in the case of closure of Literacy First Charter School.

EVALUATIONS

Evaluations will be performed on a regular basis. All new staff and staff that have been assigned a new position will be evaluated formally upon completion of their first year (see *Appendix H*). However, throughout the year with the support of the lead teacher, the teacher support advisor, the administration and their team, new staff is surrounded by many rich resources which provide a strong cushion upon which our new teachers are mentored. An induction program may be available depending on state funding, however, in the absence of that occurring, LFCS supportive team's mechanism ensures no one is left "to themselves". Collaborative team is integral to the culture of LFCS. Team members are able to support and mentor one another in best practices and teaching strategies. Frequent observations of team members are a positive way to transfer and model "good teaching: Subsequently, formal evaluations will be done on a random rotating basis so that all staff will be formally evaluated at least every three years. Additionally, staff that is noted "at risk" will receive a formal evaluation as deemed necessary. Informal evaluations occur routinely by administration, lead teachers, and colleagues. Since LFCS is committed to the premise that student performance is directly linked to the teacher in the classroom, direct, specific attention is paid to classroom performance and professional development that provides opportunity for developing skills that will show direct effect on classroom instruction. Examining and assessing effective classroom practices happen as a routine part of the LFCS culture through collaborative team meetings, lead teacher feedback as directed through the Executive Director and the ongoing

classroom observations of the Teacher Support Advisor. New staff members are assigned a mentor “coach” that meets with them monthly using an in-house induction program. Additionally, the coach is in the classroom observing as needed.

A written evaluation of the Executive Director and Principals will be done every two years by a review panel established by the LFCS Board of Trustees. Evaluation will be based on a rubric including but not limited to the following:

- 1) Maintaining a fiscally sound charter school including a balanced budget.
- 2) Overall successful school academic program and achievement of educational goals.
- 3) High parental and community involvement.
- 4) Completion of required job duties.
- 5) Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Walkthrough observations of the teachers will be done by the principal following the established observation and evaluation procedure. These evaluations may be made available to the Board upon request. Observations as well as a formal evaluation will be based on the measure designed by staff and administration, including but not limited to the following:

- 1) Student progress as referenced from the school-designed test given to students at the end of each year.
- 2) Overall class scores on the state testing program in comparison to overall school score.
- 3) Effectiveness of teaching strategies as observed using the walk through evaluation tool based on the FADE model of teaching expectations
- 4) Performance of job duties.

The LFCS team continues to look for better and the most effective ways to provide relevant and actionable feedback to allow this process to be more organic in nature, effective in implementation and delivery and supports professional development for each teacher specifically.

Administrators, based upon completion of assigned job duties and regular, punctual attendance will do evaluations of classified and other personnel.

BENEFITS

Life, health, and related benefits as per LFCS Board approval will also be provided to all full-time certificated employees in accordance with LFCS policies and procedures.

PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES

All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to Literacy First Charter School' Staff Handbook. This handbook has been developed by school staff and presented to The Board of Trustees for ratification. Each year the handbook is edited to update for new regulations and school policies. Staff is informed that any impropriety in administrative process with regard to finances may be reported as instructed by the auditor to the appropriately designated staff member.

This process will apply to staff members filing a complaint/grievance. Should the grievance include the Principal, the grievant may choose to submit a written request to the panel of representatives appointed by the Board to determine if a grievance exists.

ELEMENT N: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the SDCOE, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and governing board members of the school and the SDCOE agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from Within the School

Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school and in accordance with applicable laws.

The SDCOE shall not intervene in any such internal disputes and shall refer any complaints or reports regarding such disputes to the governing Board of Directors /or Executive Director for resolution pursuant to the school's policies.

Disputes Between the School and the County

In the event that the school or granting agency has disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

The resolution of disputes between Literacy First Charter School and the San Diego Superintendent of Schools (as the oversight representative of the San Diego County Board of Education), including those pursuant to California Education Code Section 47605(c)(5)(N), shall be handled in the following manner:

The dispute shall be identified in written format by the administrator of Literacy First Charter School and the staff member identified as the contact person for the San Diego County Superintendent of Schools Office pursuant to California Education Code Section 47604.32(a). If the dispute could lead to revocation of the charter, this written overview of the dispute shall specifically note such.

- A. The San Diego County Superintendent of Schools or designee and the individual identified as the representative of Literacy First Charter School shall meet and make a good faith attempt to resolve the dispute. Failure of Literacy First Charter School to promptly respond shall, in itself, be grounds for revocation of the charter pursuant to California Education Code Section 47607.
- B. If the San Diego County Board of Education determines it has cause to revoke the charter, it shall notify Literacy First Charter School and give the school a reasonable opportunity to cure the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. The San Diego County Board of Education shall determine the definition for “a reasonable opportunity to cure the violation”, based on the characteristics of the problem.
- C. If the dispute is not deemed resolved by the San Diego County Board of Education following the meeting detailed in provision B above, and good faith effort, or is not resolved by the violation being cured by Literacy First Charter School within a reasonable period of time, the County Board of Education may revoke the charter.

OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL

The San Diego County Superintendent of Schools or designee may inspect or observe any part of the school at any time but for security reasons, shall identify such representative by name to the School Principal or appropriate administrative staff of the school upon entering the campus. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the SDCOE without the mutual consent of LFCS and the governing board of the school. The state of California also has the right to access records upon demand.

If the governing board of the SDCOE believes it has cause to revoke this charter, SDCOE shall take appropriate action pursuant to the charter revocation procedures and process contained in Education Code Section 47607 and its implementing regulations.

The SDCOE agrees to receive and review the annual audit and annual performance report as specified in Element I.

SDCOE shall provide oversight of LFCS in accordance with the Charter Schools Act. Charges for actual cost of oversight shall not exceed 1% of the revenue of Literacy First Charter School as defined by 47613(f) except as set forth in Education Code Section 47613(b).

ELEMENT O: PROCEDURES FOR SCHOOL CLOSURE

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c) (5)(O).

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of Literacy First Charter School, the San Diego County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of Literacy First Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County Office of Education with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the County Office to store original records of Charter School students if the nonprofit public benefit corporation is dissolved upon School closure. If the County Office of Education will not or cannot store the records, Literacy First Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the County promptly upon its completion. The final audit will

include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Literacy First Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the Literacy First Charter School nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon School closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Literacy First Charter School shall remain solely responsible for all liabilities arising from the operation of Literacy First Charter School.

As Literacy First Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget (see *Appendix A*), LFCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CLAUSES

TERM

The term of this charter renewal shall begin on July 1, 2021 and expire seven years thereafter on June 30, 2028.

MATERIAL REVISIONS

Any material revisions to this charter shall be made by the mutual agreement of the governing boards of Literacy First Charter School and the County. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.

SEVERABILITY

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the San Diego County Board of Education, and governing board of the Literacy First Charter School.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

Literacy First Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Literacy First Charter School shall continue to work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of Literacy First Charter School.

Literacy First Charter School shall, at its sole costs and expense commencing as of the date of the charter renewal and during the entire Term hereof, procure, pay for and keep in full force and effect the following insurance:

- 1) Commercial General Liability Insurance or self-insurance with limits of not less than Five Million Dollars (\$5,000,000) each occurrence combined single limit for bodily injury and property damage (whether coverage is through primary only or primary plus excess).

Policy form language to include molestation, sexual harassment/abuse and employment practices coverage.

- 2) Comprehensive or Business Automobile Liability Insurance or self-insure with limits not less than One Million Dollars (\$1,000,000) each occurrence Combined Single Limit for Bodily Injury and Property Damage including coverage for any Owned, Non-Owned and Hired Vehicles, as applicable.
- 3) Worker's Compensation with statutory limits and Employer's Liability coverage with limits of not less than One Million Dollars (\$1,000,000).
- 4) Professional Liability (Errors and Omissions) Insurance or self-insurance (including employment practices coverage) with limits not less than Five Million Dollars (\$5,000,000) each occurrence. Policy form language to include Educator's legal liability coverage.
- 5) Property Insurance insuring real and personal property of the named insured with a blanket limit applying to all property owned, rented, leased, or borrowed by Literacy First Charter School. Such insurance or self-insurance shall be endorsed to (i) includes as additional insured and loss payee, if applicable, the San Diego County Office of Education; and (ii) provide a written notice mailed to the San Diego County Office of Education at least 30 days prior to the effective date of a cancellation or non-renewal.
- 6) If any policies are written on a claims-made form, Literacy First Charter School agrees to maintain such insurance continuously in force for three years following termination or revocation of the Charter or extend the period for reporting claims for three years following the termination of revocation of the Charter to the effect that occurrences which take place during this shall be insured.
- 7) Literacy First Charter School shall be responsible, at its sole expense, for separately insuring its personal property.
- 8) Literacy First Charter School shall add the San Diego County Office of Education, San Diego County Superintendent of Schools and the San Diego County Board of Education as additional covered party/named insured's on all of its insurance policies and provide endorsements reflecting additional insured status to the San Diego County Office of Education. Charter School shall be solely responsible for payment of any deductible/self-insured retention on any policies issues pursuant to this Agreement.

Literacy First Charter School is a non-profit public benefit 501(c)(3) corporation acting as a separate legal entity. Literacy First Charter School has complete liability for all actions of the school and its employees in the performance of their duties. Literacy First Charter School further indemnifies and holds harmless SDCOE of any present or future liability for Literacy First Charter School' actions. In order to mitigate both the potential legal and fiscal liabilities of Literacy First Charter School, Literacy First Charter School will have in force at all times prepaid liability. Supplementary coverage will cover the after-hours and weekend activities of Literacy First Charter School Programs.

The SDCOE will be furnished with certificates of such insurance signed by an authorized representative of the insurance carrier. Certificates will be endorsed to say:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the San Diego County Board of Education."

The SDCOE has the right to require complete certified copies of the required insurance policies. Literacy First Charter School may also purchase coverage for the following:

- 1) Directors and Officers (D & O) for wrongful acts (including coverage for employment practices) of at least \$1,000,000 each claim with an extended reporting period of not less than one year following termination of the charter.
- 2) Commercial All Risk Property for buildings and contents for full replacement cost.
- 3) Student Accident Insurance with a limit of no less than \$10,000 per accident and a zero deductible.

HOLD HARMLESS /INDEMNIFICATION

The administrative staff on behalf of The Board of Trustees will be responsible for all aspects of the day-to-day operations of Literacy First Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. The SDCOE will not be liable for the debts or obligations of Literacy First Charter School.

Literacy First Charter School shall indemnify, hold harmless and defend SDCOE, the San Diego County Board of Education, the San Diego County Superintendent of School, and each of its officers, officials, board members, employees, volunteers and agents from any and all loss, liability fines, penalties, forfeitures, costs, including defense costs or expenses and damages (whether in contract, tort or strict liability including, but not limited to, personal injury, death at any time and property damage) incurred by the County, Literacy First Charter School or any other person, and from any and all claims, demands and actions in Law or equity directly or indirectly arising out of performance of this Charter School agreement, or any other matter directly or indirectly relating to the operation of Literacy First Charter School , and any other charter school operated by the Literacy First Charter School, including Liberty Charter School. Literacy First Charter School' obligations under the preceding sentence shall apply regardless of whether the County or any of its offices, officials, employees, board members, volunteer or agents are actively or passively negligent, but shall not apply to any loss, liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of the County.

If Literacy First Charter School should subcontract all or any portion of the work or activities to be performed under this Charter School agreement, Literacy First Charter School shall require each subcontractor to indemnify, hold harmless and defend the County, its officers, officials, board members, employees and agents in accordance with the terms of the preceding paragraph.

Literacy First Charter School, at its own expense and risk, will defend all legal proceedings on any such liability, claim, or demand that may be brought against it and/or The Board of Trustees or their officers and employees. In addition, Literacy First Charter School will satisfy any resulting judgments that may be rendered as the result of any such liability, claim, or demand, whether or not such liability, claim, or demand was actually or allegedly caused wholly or in part through the negligence or other tortuous conduct of Literacy First Charter School, The Board of Trustees or their officers and employees.

DIRECT FUNDING

In consideration of the services rendered by Literacy First Charter School pursuant to this Charter, Literacy First Charter School shall receive full and equitable funding pursuant to the state charter schools' funding model and Local Control Funding Formula ("LCFF") for all funds included in the funding model. Although there is no plan for LFCS to implement an independent study program, should there ever be consideration of such a program, all state laws and attendance requirements will be strictly adhered to and enforced.

Beginning in year one, Literacy First Charter School elected to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. Literacy First Charter School utilizes a full accrual accounting method. Literacy First Charter School will apply directly for funds not included in the LCFF, but for which charter schools can apply directly.

For programs which Literacy First Charter School cannot apply for directly and which are not included in the LCFF, Literacy First Charter School will engage the County in securing its equitable share, based on its student population and program eligibility, of program funds. These funds may include, but are not limited to, funds such as Transportation, Forest Reserve, Sales and Use taxes, Parcel taxes, Ad valorem taxes, and property taxes.

BUDGET, PAYMENTS AND CASH FLOW

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

In accordance with applicable law, California's Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to Literacy First Charter School, or to an account held in the name of Literacy First Charter School. Funds transferred directly from the State Fund to Literacy First Charter School will be transferred to Literacy First Charter School account in the County Treasury by the County in the most expeditious manner possible. Any charter school funds still flowing through the SDCOE will be transferred via journal voucher entry to Literacy First Charter School account by the SDCOE within ten [10] calendar days of the SDCOE receiving its funds.

Literacy First Charter School will report to federal and state taxing authorities as required by law. The SDCOE will not withhold any sums from compensation payable to Literacy First Charter

School. Literacy First Charter School is responsible for payment of Social Security and all other applicable taxes.

Literacy First Charter School five-year budget for the 2021-22 to 2026-27 fiscal years, based on revenues from school programs of the federal and state governments, is referred to in the following pages and in *Appendix A*. Prior to each fiscal year, the LFCS Board of Trustees will review the budget for Literacy First Charter School based on projected enrollments.

Administration will produce a proposal for salaries, benefits and extra duty pay. This proposal will be presented to the Board for approval before the beginning of each fiscal year (July 1) and transmitted to the San Diego County Superintendent of Schools.

FINANCIAL REPORTING

LFCS will provide financial reports to the San Diego County Office of Education as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

LFCS shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

ATTENDANCE ACCOUNTING

Literacy First Charter School shall utilize the reporting procedures of the County. Attendance accounting procedures will satisfy requirements for SDCOE and CDE. Classroom teachers shall record daily attendance using current accepted practices. Absence notes shall be required from parents upon absence of a child from school. State School Registers shall be completed on a monthly basis documenting the month's attendance and the information shall be transferred to the SDCOE student information system for recordkeeping and attendance tracking. Required reports

shall be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance as required by the County Board of Education. Literacy First Charter School shall comply with all laws establishing minimum age for public school attendance.

A student information system shall be maintained, which includes the following information:

- Daily attendance
- Demographic information regarding students
- State standardized test results
- Class registration information
- Staff information
- School survey programs
- Student schedules

FOOD SERVICE PROGRAM

LFCS has elected to contract with Grossmont Union High School District for food services. The administrative teams of LFCS will annually re-evaluate the food service program of LFCS with this outside vendor to ensure that the program meets not only the mandates of federal guidelines but the preferences of the LFCS community. The lunch program will be operated in accordance with state and federal guidelines. Eligible students will be provided meals for free or at a reduced rate in accordance with the National School Lunch Act. The projected number of students eligible for meals for free or at a reduced rate, according to the National School Lunch Act, is anticipated to be at least 40%.

TRANSPORTATION

LFCS does not provide busing for students to attend school, however, LFCS will procure transportation services through neighboring school districts or lease buses to provide transportation for extracurricular activities, such as field trips and fine arts activities. Additionally, while general transportation to and from school is not provided, should an IEP or Section 504 Plan require that a student receive transportation, LFCS understands that compliance is not optional and transportation needs must be met. Additionally, transportation services will be provided for homeless students pursuant to the McKinney-Vento Homeless Assistance Act.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

LFCS may choose to procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. Presently, SDCOE, through the agreement of an MOU, provides payroll, financial information services, and student information services

An MOU shall be negotiated between LFCS and the San Diego County Office of Education for FIS, SIS, Payroll and other services that may be available. All charter-requested services will be on a fee-for-service basis. Mutually agreed upon fees must be in place in writing prior to the charter-requested service.

FACILITIES

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

Literacy First Charter School is a single school operating at multiple sites within the boundaries of the Cajon Valley Union School District and Grossmont Union High School District. Literacy First Charter School will operate schools at sites specifically identified in the approved Charter Petition. If Literacy First Charter School proposes to establish operations at one or more sites, it must notify SDCOE of the proposed location(s). The addition of sites must be submitted to SDCOE as a proposed material revision to the charter, and must be considered for approval at an open, public meeting of the SDCOE Board.

The school is located in four locations: Primary Academy serving students K-3 grades located at 799 E. Washington Ave., El Cajon, CA 92020; the Junior Academy serving students in grades 4 – 8 located at 1012 E. Bradley Ave. in El Cajon; the Liberty Academy serving K-5th grades located at 698 W. Main St. in El Cajon; and Liberty Charter High School in Lemon Grove at 8425 Palm St. Liberty Charter High School anticipates building a new location in the next three years. That location, already purchased, will be at 1503 Jamacha Rd, El Cajon. This location will solidify the LFCS presence in the East San Diego County and will allow for a smooth transition of our 8th graders becoming our 9th graders, as originally intended with a K12 model. LFCS shall abide by all local ordinances and building requirements including conditional use permits.

The Primary Academy is located on a completely fenced campus, next to but separate from St. Michael's Chaldean Catholic Church. The K-3 school site houses students in 16 regular classrooms, with two classrooms for support programs including EL and resource. All outside student activities including lunch, recess and physical education classes at the Primary Academy are maintained within the fenced campus area. The Primary Academy campus meets safety requirements and is ADA compliant, able to serve students with special needs.

The Junior Academy is a completely fenced campus located within the same facilities as the Heartland Community Church. The 4th-8th grade site of LFCS Junior Academy occupies 28,000 square ft. on 8 acres. The campus is ADA/Title 24 compliant as certified by the El Cajon Building Department on May 27, 2003 and is compliant with all safety regulations.

The Liberty Academy is located on a completely fenced campus located at 698 W. Main St. in El Cajon. This property is owned by Literacy First. The building occupies 42,000 square feet on approximately three acres. This site serves K-5th grades. The property includes a gym, outside play areas, an assembly hall, lunch room and a variety of classrooms. This campus is ADA compliant in accordance with the El Cajon Building Department as well.

Liberty Charter High School is located in Lemon Grove and is a leased facility through the Lemon Grove School District. This is a shared facility with the district. LCHS occupies some 22 classrooms, an auditorium, locker rooms and offices. There are outside fields and open spaces for students for activities, lunch and classes. This facility meets all necessary regulations since it is a regular public school facility in the Lemon Grove School District. With the anticipation of a new high school building within this charter term, it is the expectation that the new facility will include all of the spaces that the current location affords as well as specific spaces designed that are unique to the educational model that LCHS originally intended.

The unique model of a K12 program requires that all locations be within reasonable proximity to one another such that travel between the sites is reasonable in order to accommodate families with multiple children at different locations. Our build out of the high school in El Cajon suits this model extremely well.

APPENDIX A

Budget Sheets

Literacy First Charter Schools Budget Assumptions

COLA: According to FCMAT, the funding COLA’s are expected to be 3.85% for 2021-22, 2.98% for 2022-23, and 3.05% for 2023-24. Since FCMAT does not have a COLA projection for 2024-25, we used a conservative 2.0% based on FCMAT’s projections for 2021-2024 and upon Student Services of California’s COLA 2024-25 projection of 1.9% which is expected to maintain existing purchasing power in 2024-25.

Enrollment: While we do expect some growth in our high school program over the next five years and after the influx of students to our Freedom Academy program during the COVID pandemic we do expect some growth to that program, for budget purposes we used our enrollment from the 2019-20 P1 report as the basis for our enrollment for each year 2021-2022, 2022-2023, 2023-2024, 2024-2025.

Wait list: Based on our historic wait list and upon our current wait list of 774 students, we are confident our enrollment will remain at capacity for 2021-2025.

Attendance: Historically, our attendance rate averages 96.5% over the course of the school year for K-12. For budget purposes, we used an attendance rate of 95% to calculate ADA based on the enrollment as of the 2019-20 P1 report. We did this for each year 2021-22, 2022-2023, 2023-2024, 2024-2025.

2021-2022: We used the Student Services of California article, “Governor’s Proposals for the 2021-22 State Budget and K-12 Education” to budget for 2021-22 based on in the projected increase in the Proposition 98 Minimum Guarantee, the buy back of the 2020-21 K-12 deferrals, and the 3.84% COLA. School Services of California also predicts California state budget deficits for 2022-23, 2023-24 and 2024-25. Our fiscally conservative approach to our budget projections should mitigate the impact of possible future state budget deficits.

Appendix A

Literacy First Charter Schools Budget Projections 2020-2025

Fiscal Year		2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Estimated Beginning Fund Balance		\$14,952,295	\$16,158,097	\$ 17,130,175	\$18,201,389	\$19,173,672
Revenue Description	Object					
LCFF State Aid	8011	\$ 9,109,313	\$ 9,428,139	\$ 9,663,842	\$ 9,905,438	\$10,108,547
Educational Protection Account	8012	\$ 3,310,703	\$ 3,426,578	\$ 3,512,241	\$ 3,600,047	\$ 3,672,048
In Lieu of Property Tax	8096	\$ 3,609,586	\$ 3,735,922	\$ 3,829,319	\$ 3,925,052	\$ 4,003,553
Federal Revenue	8100-8299	\$ 3,138,831	\$ 724,000	\$ 734,860	\$ 741,600	\$ 748,825
Other State Revenue	8300-8599	\$ 1,905,354	\$ 1,934,800	\$ 1,983,272	\$ 2,013,021	\$ 2,043,216
Other Local Revenue	8600-8799	\$ 1,616,013	\$ 1,640,000	\$ 1,656,400	\$ 1,671,200	\$ 1,696,268
Total Estimated Revenue		\$22,690,800	\$20,889,438	\$21,379,934	\$21,856,358	\$22,267,457
Total Revenue plus Beginning Fund Balance		\$37,643,095	\$37,047,535	\$38,510,109	\$40,057,747	\$41,441,129
Estimated Expenses						
Certificated Salaries	1000-1999	\$ 8,600,780	\$ 8,901,807	\$ 9,079,843	\$ 9,306,839	\$ 9,492,976
Classified Salaries	2000-2999	\$ 1,799,179	\$ 1,862,254	\$ 1,899,499	\$ 1,946,986	\$ 1,985,926
Employee Benefits	3000-3999	\$ 3,575,827	\$ 3,700,981	\$ 3,775,001	\$ 3,971,876	\$ 4,051,314
Books and Supplies	4000-4999	\$ 1,369,869	\$ 1,397,266	\$ 1,418,225	\$ 1,439,498	\$ 1,461,090
Services and Operating Expenses	5000-5999	\$ 3,936,943	\$ 4,055,051	\$ 4,136,152	\$ 4,218,875	\$ 4,282,158
Total Estimated Expenses		\$19,282,698	\$19,917,360	\$20,308,720	\$20,884,075	\$21,273,464
Estimated Revenue Over Expenses		\$ 3,408,102	\$ 972,078	\$ 1,071,214	\$ 972,283	\$ 993,993
Uncommitted Revenue		\$ 1,205,802	\$ 972,078	\$ 1,071,214	\$ 972,283	\$ 993,993
Estimated Uncommitted Ending Fund Balance		\$16,158,097	\$17,130,175	\$18,201,389	\$19,173,672	\$20,167,665

This 2020-21 budget reflects the operating budget not the adopted budget as it is the most accurate. The federal revenue for 2020-21 reflects a PPP loan of \$2,202,300. The PPP loan is considered committed revenue in the calculation for the estimated uncommitted ending fund balance for 2020-21 as the loan has not been forgiven as of the submission of this document. A forgiveness application has been submitted and LFCS is waiting for a decision. Our projected cash position and the buy back of the 2020-21 deferrals will enable LFCS to pay back the PPP loan if it is not forgiven and meet all projected 2021-22 expenses.

APPENDIX B

LCAPS



Learning Continuity & Attendance Plan Summary

2020-21
Literacy First CS
Page 1 of 2

LITERACY FIRST CHARTER SCHOOL

1,900 K-12 STUDENTS

195 EMPLOYEES
Credentialed: 131
Certified: 64

5 SCHOOLS

High School:	1	K-5:	1
K-3:	1	Independent Study:	1
4-8:	1		

11 STUDENTS PER TEACHER

1 DISTINGUISHED School

STUDENT ETHNICITY

Asian	35%
White	33%
Hispanic	25%
2+ Races	4%
African American	2%
Other	1%

STUDENT GROUPS

54.7% Low Income	42% English Learners
<1% Foster Youth	58.5% High Need

Teachers Trained
Academic Accountability
Parents Connected
Students Protected

Vision
Education is a process which enables students to go from learning to read, to reading to learn

District Mission
Nurture the whole child from kindergarten through high school graduation by igniting a passion for comprehensive literacy & equipping students to wholeheartedly participate in their community

IN-PERSON LEARNING

Flexible Learning Model

All grades K-12 have the option of returning to the brick and mortar this school year. Offerings are as follows:

K, 6-12	Hybrid model
GRADES 1-5	In-person 5 days/week
TK-12	Distance only

For the 2020-21 school year, multiple learning options will be available including in-person, distance, and an independent student program. To ensure that in-person learning is as safe as possible, **extensive safety measures have been implemented**

Varied Entry & Exit Points
Campus access is limited to essential visitors with staggered arrival & dismissal times between campuses.

Social Distancing
Social distancing is practiced and large gatherings avoided while on campus.

Frequent Cleaning & Air Purification Systems
Surfaces & facilities in the school are cleaned & disinfected frequently.

Plexiglass Dividers
Plexiglass dividers are used to separate students in the classroom, as well as in the front offices.

Sanitation Stations
Hand Washing and sanitation stations have been installed outside all classrooms as well as around campus.

Face Masks
Adults & students in grades 3-12 are required to wear a mask while at school.



Learning Continuity & Attendance Plan Summary

2020-21
Literacy First CS
Page 2 of 2



ADDRESSING PUPIL LEARNING LOSS



Diagnosing and addressing pupil learning loss will be an important focus in 2020-21 following school closures in Spring 2020.

LEARNING LOSS STRATEGIES



- A consistent, rigorous academic learning program will be implemented.
- Pupils with exceptional needs will receive services outlined in their Individualized Education Plans.

MEASURING EFFECTIVENESS



- Students will be assessed regularly to measure & monitor learning growth.
- The English Language Learner team & intervention team will utilize curriculum assessments.
- Teacher feedback gauges the effectiveness of strategies.

4
STEP
CYCLE



1 Assess Current Learning Status

2 Identify Areas In-need

3 Provide Targeted Supports

4 Monitor Progress

STUDENT SUPPORT

MENTAL HEALTH & SOCIAL & EMOTIONAL WELLBEING



Counselors and Psychologists

A team of Counselors & Psychologists visit every campus to meet with teachers and counsel students as needed

Sharing Resources

Resources on mental health & social emotional wellbeing are regularly shared with teachers & families via social media, email, and other means.



SUPPORT FOR UNDUPLICATED STUDENTS



Chromebooks will be provided to all students that need them during distance learning.



Students with exceptional needs will receive services individually or via Zoom, as needed.



At the high school level, students with exceptional needs attend more days in-person.



English Language Learner & Intervention teams will continue to work with English Learners both in-person & remotely.

HEALTH & NUTRITION



CURBSIDE MEAL PICK-UP
AVAILABLE TO ALL STUDENTS
AND COMMUNITY MEMBERS



FOOD SERVICES
ARE PROVIDED AT ALL CAMPUSES FOR
STUDENTS ATTENDING IN-PERSON



SAFETY PROTOCOLS
ARE FOLLOWED FOR ALL FOOD
PREPARATION & DISTRIBUTION



ACCESS POINTS
FOR THOSE IN THE COMMUNITY
EXPERIENCING FOOD INSECURITY



COVID-19 Operations Written Report for San Diego County Office of Education

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
San Diego County Office of Education	Debbie Beyer – Executive Director	debbie.beyer@lfcisinc.org 619-579-7232	6/25/2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Changes to Program Offerings

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

The obvious change in our program was the switch from the brick and mortar school to the online "adventure" school. Students went from coming to our actual school daily, to staying at home and taking charge of their learning. Intense communication among our staff was measurably greater than prior to COVID. As a school we began to have weekly meetings in many different forms, All staff, teams, team leads, department heads, and admin. Administration sat in on virtual team meetings as well as class Zoom calls. Weekly newsletters were emailed to families with school closure updates, encouragement and information the administration wanted to communicate. Social media was an ongoing tool used to transmit information to our families. Videos offering parent help, tips and information were emailed to families, and posted on our social media accounts. We added many online education tools for students to use. Teachers used websites such as Everyday Mathematics, Wonders, Google Classroom, Zearn, Google Sites, Classting, Kahoot, StemScopes, Khan Academy, and ReadWorks, many of which were not used prior to COVID-19. The offices on each campus issued Chrome book computers to families as needed throughout the school closure. Teachers worked tirelessly in the first weeks to make sure every child had access to a computer or device so they could access the learning.

Meeting Needs of English Learners, Foster Youth and Low-Income Students

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our English Learner staff worked with classroom teachers to develop a program for our English Language learners. A Google Site was created and shared with teachers and families. Weekly activities were listed, along with videos, songs and activities. ELL teachers filmed videos weekly teaching concepts aligned with ELL standards. Staff members translated activities listed for students, and also held multiple Zoom calls weekly to explain activities assigned to students, offer tutoring and translation as needed. Classroom teachers helped the families connect to the ELL website and integrate the assignments into their daily schedules. Our DELAC committee created informative videos for families with instructions on various practices to aid at home learning, and to ensure that our ELL parents received important communication.

Delivering High Quality Distance Learning Opportunities

Appendix B

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

We began Adventure School, at home on March 17, after a day- long training and brainstorm session with our staff. Teams came together and planned what Adventure School would look like. Websites, emails and videos were developed to support parents, as well as schedules for students to follow. To begin with, teachers set up daily and/or weekly Zoom calls, where live teaching, directions, and question times were held for both students and parents. Videos were filmed with instructions of where to find academic content on the website, including what work would be expected to be completed from each child, daily. Kindergarten- third grade teams developed single sign-on websites, while fourth-twelfth grades utilized Google Classroom. These sites were used for daily directions, assignments and parent communication. Student work completion was tracked by the teacher, and verified by administration. Student engagement was also tracked weekly by administration. We tracked engagement under 50%, and less than 25% in separate groups and assisted families as needed to grow engagement and work completion. Great effort was shown by everyone involved in tracking and communicating with families during Adventure Learning. SPED, speech, resource, counseling, Intervention, Language Support, Art, Library and PE, connected with families virtually to check in with them and provide services. Docusign was utilized after virtual iep meetings to gain signatures from all in attendance and iep's were amended to include distance learning. Videos were filmed and emailed to parents with information on parenting and tips from a counseling perspective. Many staff members assisted teachers and families with translation services. Student led conferences with parents and teachers were held via Zoom. Progress reports were issued, using absolute value grades, at the halfway point in distance learning. Final report cards included an insert addressing Adventure School and adjusted grades were issued to all students at the end of the year. As a school, we performed a Minga- a coming together for the good of all- for our students, their parents and ourselves. We were, and are in this together and will be stronger in the end because we worked together to better our school.

Providing School Meals While Maintaining Social Distancing Practices

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Literacy First partnered with Grossmont Nutrition Services to provide breakfast and lunches to all students ages 2-18, whether they are enrolled at our school or not. Lunch was served beginning March 17th- June 19th from 10:30-12:30 Monday- Friday at our Primary Academy on Washington Ave in El Cajon, as well as our high school on Palm St. in Spring Valley. We will continue to provide a food service program throughout the summer at our Primary Academy.

Supervision of Students During Ordinary School Hours

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Literacy First was not in a position to offer services other than a stellar online experience. We provided food services and the community, including churches, provided other needed services to our families. We, however, did not directly partner with anyone to provide ancillary services.

Appendix B



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lmgcmtntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego County Office of Education	Debbie Beyer – Executive Director	debbie.beyer@lfcinc.org 619-579-7232

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

COVID-19 has impacted Literacy First Charter School and its families significantly. Students went from coming to our actual school daily last year, to staying at home and taking charge of their learning. Social media became an important ongoing tool used to transmit information to our families. We filmed many videos offering parent help, tips and information that were emailed to families, and posted on our social media accounts. We added many online education tools for students to use. Teachers used websites such as Everyday Mathematics, Wonders, Google Classroom, Zearn, Google Sites, Classting, Kahoot, StemScopes, Khan Academy, and ReadWorks, many of which were not used prior to COVID-19. The offices on each campus issued Chrome book computers to families as needed throughout the school closure. Teachers worked tirelessly in the first weeks to make sure every child had access to a computer or device so they could access the learning. Intense communication among our staff was measurably greater than prior to COVID. As a school we began to have weekly meetings in many different forms, All staff, teams, team leads, department heads, and admin. Administration sat in on virtual team meetings as well as class Zoom calls. Weekly newsletters were emailed to families with school closure updates,

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encouragement and information the administration wanted to communicate. One of the main reasons we fought to return to school in-person was because we recognized the social-emotional impact COVID-19 has had on our students and the financial impact on our parents. Upon reopening, our program included in-person, distance and an independent student program. These options provided our families a variety of comfort levels and flexibility.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Our staff worked around the clock to get and stay in touch with our families from the beginning of this pandemic. Email, ZOOM, letters, social media and phone calls were used to communicate, as well as in person, socially distanced meetings, with the teacher, parent and student. These meetings allowed our staff to hold initial assessments of students, determine which families have technology needs, including in-home internet, as well as speak with families regarding their concerns for school and their child's progress and to answer their many questions. We employ many essential employees who speak Spanish and Arabic and/ or Chaldean, which are the languages the majority of our families speak. These staff members were able to call families to share vital information with them regarding school and their preferences/ fears.

[A description of the options provided for remote participation in public meetings and public hearings.]

Allowing for families to join the public meetings and public hearing in any way possible is important to us, therefore, it was vital that we provide a link for a ZOOM call to watch the hearing, as well as the phone number for a teleconference call. We assigned a staff member to monitor these to allow stakeholders to ask questions and/ or share their concerns with us.

[A summary of the feedback provided by specific stakeholder groups.]

Our stakeholder groups consist of our parents, teachers, community and staff members. From very early on in COVID shutdowns, the majority of our stakeholders wanted their students to come back to school, in person. As time progressed and multiple surveys continued to be sent out to these groups, that fact did not change. From multiple monthly surveys dated May- August 2020, our stakeholders showed concern for the need for deep cleaning protocol regularly, as well as concern over their child getting sick and wearing a mask all day. Staff members were worried about their students getting sick, however they were more concerned with the level of educational program that would be conducted were the students to be in distance learning again. This was a worry of all of our stakeholders.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

We took the feedback given by our stakeholders to heart. Knowing they trusted us with their children and their careers, is no light burden to bear. The aspects of the LCP that were influenced by stakeholder feedback were the drive to go back to school in person. We wrote our reopening plan in an effort to gain a waiver to open our doors to our parents, students and staff. Cleanliness safety and learning loss were

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the three driving considerations as we developed our reopening plans. We trained our staff with the products and the protocols that were necessary to open safely and instilled the importance of adhering to the safety measures for students and all staff members. We invested in the necessary environmental equipment, including, plexiglass dividers, handwashing stations, air filtration systems, masks and/or shields, signage and additional PPE in order to provide an environment that was safe. Additionally, We organized our classroom and our schedules to allow for social distanced cohorts.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We have followed the guidelines set forth from the CDC to reopen our school sites to students. The steps to get here we many, and we worked relentlessly to this end. The first step was to write our reopening plan and to share that with our families. We emailed a copy to all families, as well as gave them hard copies at our parent meetings before school started. Plexiglass dividers were placed in each classroom, at each desk to separate students. Teachers cleared furniture from their classroom to allow for student desks to be spaced 6 feet apart when practicable, as well as to ensure that the teachers teaching area would be 6 feet from students at all times. Specific attention has been paid to where student items are placed dependent on campus and grade level, to allow for student items to stay separated. This includes backpacks, water bottles, lunches, etc. Students, grades 3-12 will wear masks to school. Our staff has been trained on the necessary cleaning protocol that is being executed throughout the day during recess and lunch, after bathroom use, and anytime students are out of the classroom. All high touch areas in the school are wiped clean multiple times per day.

Our educational offerings are as follows: All grades K-12 have the option of returning to the brick and mortar this school year. Grades 1-5 are in-person five days a week for the full day. The Kindergarten model continues to be half day instruction for 4 days a week, with distance learning on Fridays. Grades 6 - 12 are a hybrid model, M/W, T/Th and rotating, in- person Fridays. Our school psychologists and counselors are readily available and meeting with students either asking for counsel and/or seen as needing counsel throughout the day.

Students came to school for an initial assessment screening, by grade level teachers, before school started. Additionally, an initial assessment was done on incoming freshman so the teachers would know what their beginning levels were in order to assign appropriate academic courses. They will continue with assessments each trimester or quarter respectively, throughout the school year. Students who have been identified as needing intervention services due to learning loss will receive such services throughout the week to help bridge the gap and get them to grade level proficiency. At the high school level, students identified as below grade level in ELA and Math will participate in the academy program to ensure that they reach grade level proficiency.

Our SPED, Intervention and ELL programs are continuing to meet the needs of our students in person, and remotely. Services are being delivered in multiple modes to meet families depending on their comfort level.

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Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Plexiglass Dividers used to separate students in the classroom, as well as in the front offices.	\$64,036	X Yes
Hand Washing and sanitization stations outside all classrooms	\$1,123	X Yes
Out door hand washing stations	\$8,800	X Yes
Recess Equipment for each class and/or grade level. (partially funded by our PTLC)	\$1,247	X Yes
Air Filtration Systems in classrooms	\$11,388	X Yes
Cleaning products used to thoroughly sanitize our schools.	\$17,255	X Yes
Chrome books used to supplement those used for Distance learning	\$316,693	X Yes
Additional technology needs school-wide	\$48,722	X Yes
Additional staffing.	\$172,400	X Yes
Preparing outdoor learning spaces.	\$8,723	

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

At Literacy First Charter School, our students and staff are held to a high standard of education, and this is no different if they are in distance learning or in the brick and mortar setting. We will have certificated teachers executing distance learning, the independent study program, and the traditional, in-class setting. The program is standards based and the expectations are the same. Teachers will work together to assure continuity of instruction using online resources, as well as pencil and paper. Because we are a K-12 school, these resources include curriculum similar to those listed as approved curriculum for LFCS. However, due to the nature of at-home learning, some of the resources may have been modified in order to be more parent friendly to those delivering the instruction. If a transition from in-person to distance learning is necessary, the teachers have set up a program that will seamlessly move from the brick and mortar to the home.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

If there is a need to transition from in-person to at home learning, the following will take place: families will be issued Chrome Books, as needed. They will also have access to free wifi through the many companies offering this service. Our staff members will assist in getting this set up, if there is a need. Our teachers have identified families in need of technology from their initial assessments and meetings. Should there be a need, we already have a beginning point with the families in need. Translators will be readily available to assist in helping families and teachers identify these needs. Our office staff will keep track of all computers handed out, as well as families with further technology needs, and will ensure they received such assistance.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

We will adhere to the daily minutes for the 2020-21 school year, which are as follows: 180 minutes for kindergarten, 230 for grades 1 to 3 and 240 for grades 4 to 12. Teachers will develop schedules for students to follow that will included numerous ZOOM lessons- with whole group as well as small group instruction, and independent work time in between the Zoom appointments. Each teacher will hold office hours for both students and parents to utilize for help throughout the day. Teachers will track student progress in many ways- the most obvious will be through work submission in Google Classrooms or email. Some other forms of assessment will be informal in conversations regarding content and in small group work time. Teachers will take role daily to record student attendance and will be in contact with families for accountability in attendance and student work submittal where they will discuss how the student is doing and address the areas of need in order to offer assistance. Accountability is important to us, therefore we will hold parent conferences, issue report cards and progress reports on the same schedule as a regular year. Parents grades 4-12 will have access to a parent portal where they have access to grades, student engagement, attendance and work completion.

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Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Our staff members, whether they are in the classroom or distance learning will receive professional development routinely throughout the school year. These sessions could include Quantum Learning, Visible Learning, and/or the latest concerns regarding current educational trends. Our staff operates as teams, and departments and routinely collaborate and function as a PLC.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Our independent study program has grown exponentially this year due to COVID. Therefore there was a need for more teachers in this area, and so we transitioned ancillary staff into this role whose position was unclear due to COVID. Many now serve in two capacities (PE, library), in a 50/50 situation. We have opened up more classrooms due to the need for social distancing, which has required us to hire new teachers.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

We have an exceptional English learner program at Literacy First. Our team has created websites for each grade level including instructional videos, read alouds, and activities for practice. Students with exceptional needs will receive services in small groups or via Zoom, as needed. Our instructional assistants will work with students to meet their IEP goals and assist them in their at-home learning. To our knowledge, do not currently have students experiencing homelessness, and .0025% of students are in the foster care system. We have identified these students and will work to meet their needs, as we do every student at LFCS. As far as our African American and Native American high need students, they are known and assisted in the same manner as any other child. We know the families and the students, and through our relationship with them we discover their needs, assess them and create a program to fit the needs presented. This is common practice with all of our Literacy First students.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Additional teachers needed to administer school at-home	\$172,400	X Yes
Additional Chrome Books needed to meet the needs of our students	\$316,693	X Yes
Additional administrative staff to deal with the logistics of independent study programs.	\$172,400	X Yes

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Description	Total Funds	Contributing

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We began this school year with in-person language arts/ fluency assessments of each child to determine where to start with their learning this school year. Assessments were held one-on-one or in small groups, and socially distanced. ELPAC testing was also administered before school started. This was used to determine whether they will need classroom integrated or designated pull-out instruction. From there the teachers will develop appropriate programs to meet the needs of these students. Similarly, students will have initial assessments in math to determine their starting level. Ongoing assessments in English Language Arts and Math will help determine whole group instruction, where to begin, as well as small group instruction and intervention needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

As a school, we work tirelessly to meet each student where they are at. It is common practice to have students being challenged at different levels. The 2019-20 school year threw a wrench in our instructional plan, however, we responded to the stay-home order with a stellar distance learning program that saw every child where they were. We will be mitigating the learning loss from the 2019-20 school year through a consistent rigorous academic learning program that is typical of Literacy First. Students will be assessed regularly - including English Learners, low-income and students with exceptional needs. Programs in language arts, math, writing and ELL, if applicable, will be developed for the students to get them to grade level. ELL students programs will differ due to their ELL classes, and Pupils with exceptional needs will receive services as outlined in their IEP or 504 plans. Homeless students (should we gain any) and those in foster care, will be assessed and a plan will be developed to meet them where they are at to get them to grade level and address their mental health as well.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

We will know that services and supports provided to our students are successful when we see learning growth. This will be measured through a variety of assessments and teacher feedback. Teachers will assess students using AIMS Web, language arts curriculum assessments, math curriculum assessments, writing assessments and grade specific learning outcome expectations. Our ELL team and

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intervention team will be assessing with curriculum assessments including Big English and Road to Reading and Road to the Code. The Achieve3000 program will be used at our high school to determine students who are in the Academy program as well as monitor ELA and reading proficiency. Informal assessments are equally as valuable and will be used alongside the formal assessments.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Additional curriculum needed to meet the needs of students	\$12,830	X Yes
Additional staff -teachers or support staff- to meet the needs of our students.	\$172,400	X Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

As a part of our professional growth plan, we will address the needs as they arise, in regards to social and emotional well being of students, staff and family members. Throughout the year staff will have training on these items with support in real time in the classroom or at home. We have a team of counselors and psychologists who visit every campus, meet with teachers and parents, and counsel students as needed as well as directing them to resources in the community and online. We regularly post items on our social media for parents from publishing's of "A Child's Mind" along with other resources, that address anxiety, fear and topics associated with the pandemic. We regularly email teachers resources from the San Diego County Office of Education in regards to mental health and well-being. We made it a practice to do an emotional well-being check with our staff at staff meetings, and our teachers do the same with their students. We have made the pandemic and our feelings regarding it common language that is acceptable to discuss when the need arises.

Pupil and Family Engagement and Outreach

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[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Last year, during the stay at home order, although there were different levels of engagement, none of our students were missing. We knew where they were and what their family situation was. We were in contact multiple times over the months. Due to the nature of our school, we do not anticipate the need for a tiered reengagement strategy. If a student does not attend distance learning classes our staff is relentless in pursuing the family, and finding a solution. We rely heavily on our staff members that can translate and communicate with our families either by a phone call, translated letter, email or in-person meeting. We utilize our community liaisons to make calls to connect with families, to translate conversations with the classroom teachers, to invite parents to school meetings, and to assist them with their child's learning. Our staff members also inform families when their student is not meeting compulsory education requirements and works with families to determine what needs to be done to assist their student. Many families struggle with distance learning so providing constant and effective support is important.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

LFCS has been providing school lunch to the community since the beginning of the shut down. Serving between 300 & 600 families per day between two of our locations. Since reopening, we have continued to provide lunches to families in the community. Because of the government waiver, Grossmont Unified, who is our food services provider, has been able to offer food services for all families regardless of qualification. We are offering this service on all of our campuses for students in the brick and mortar, and we are offering a drive through pick-up option for any students doing remote learning ,as well as the community at large.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

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Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8%	\$144,000

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

As a school, we are acutely aware of the need for additional technology support, including hardware and internet access, as well as the need for translation, and communication, particularly with our low-income, foster youth and English Learners. This includes our education programs, social-emotional well being and our students own health practices, with regard to COVID. These are effective because they are meeting the emotional needs of our families, as well as providing additional mental support.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Services for foster youth, English learners, and low-income students are being increased and improved by the increase in staff, increased effort to communicate, translate and support our students, staff and families.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Literacy First Charter School

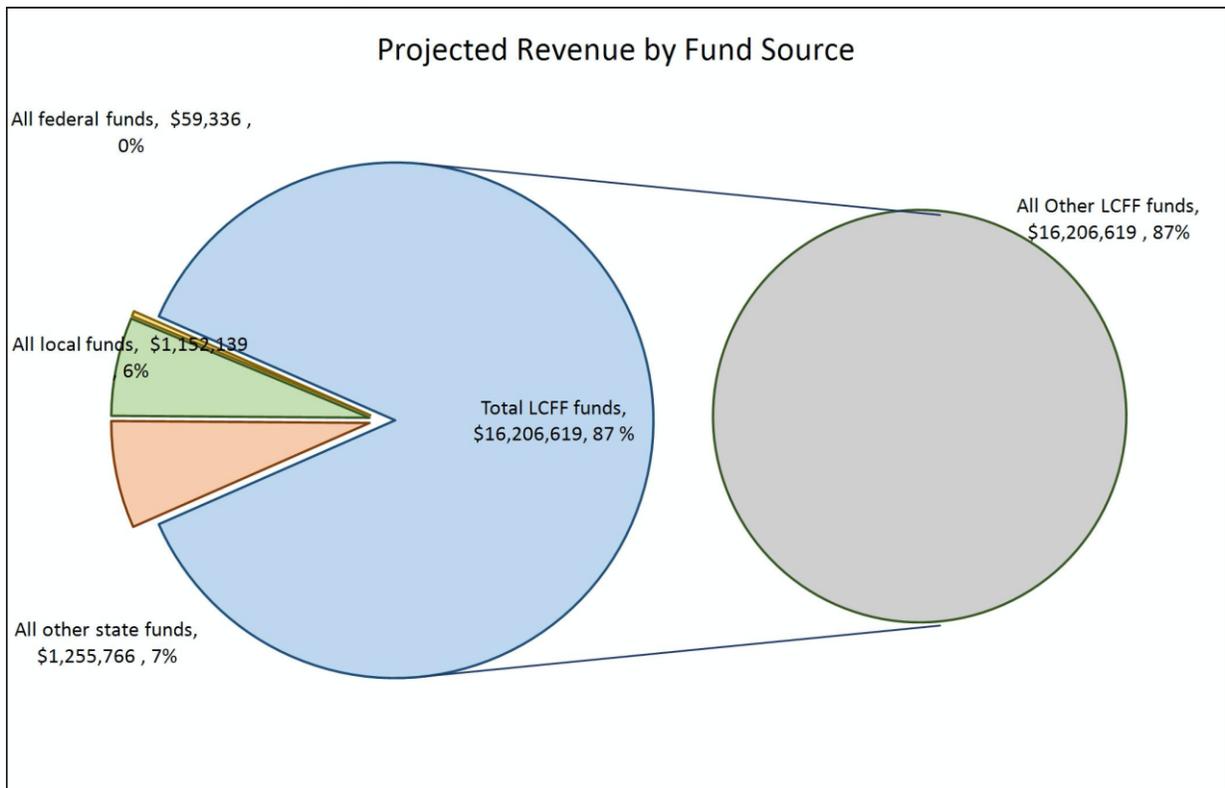
CDS Code: 37103716119119

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Debbie Beyer – Executive, Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

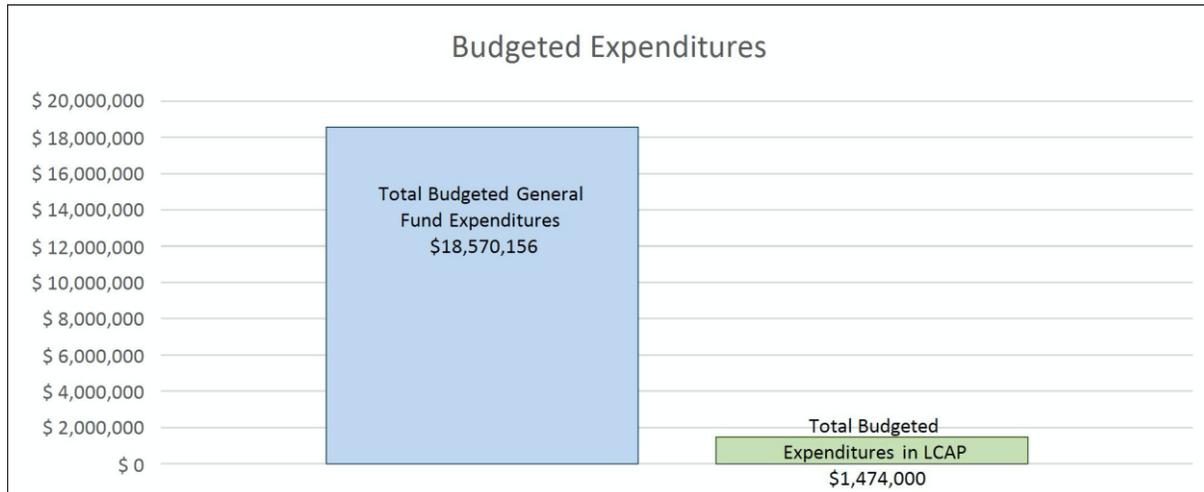


This chart shows the total general purpose revenue Literacy First Charter School expects to receive in the coming year from all sources.

The total revenue projected for Literacy First Charter School is \$18,673,860, of which \$16,206,619 is Local Control Funding Formula (LCFF), \$1,255,766 is other state funds, \$1,152,139 is local funds, and \$59,336 is federal funds. Of the \$16,206,619 in LCFF Funds, \$0 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Literacy First Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Literacy First Charter School plans to spend \$18,570,156 for the 2019-20 school year. Of that amount, \$1,474,000 is tied to actions/services in the LCAP and \$17,096,156 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

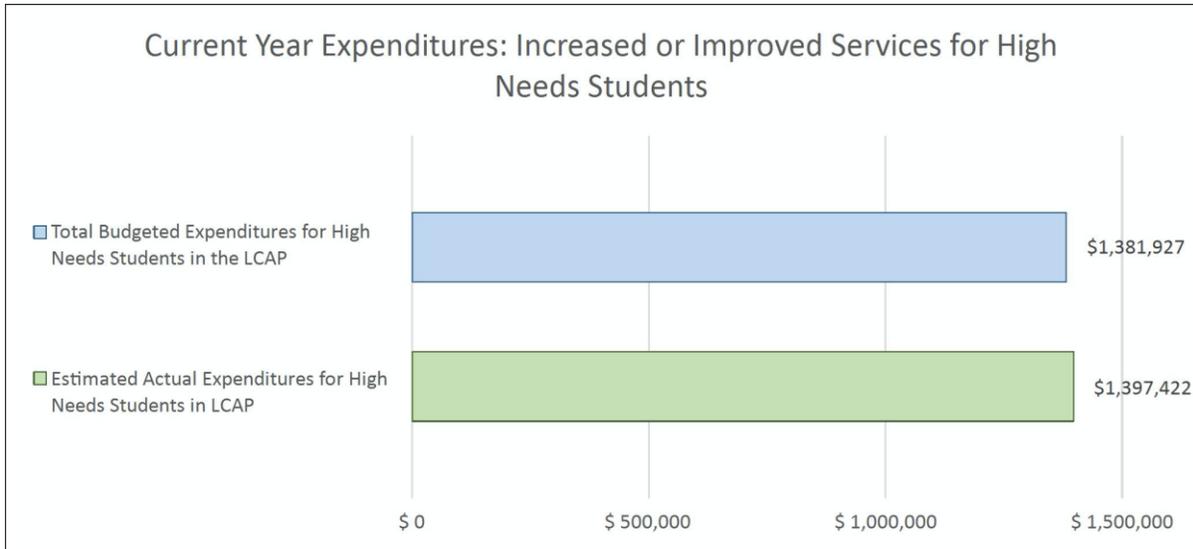
Our expenditures exceeded the budget by \$15, 495 due to salary and fringe benefit costs. Final supplemental grant projection was \$1,381,927.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Literacy First Charter School is projecting it will receive \$0 based on the enrollment of foster youth, English learner, and low-income students. Literacy First Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Literacy First Charter School plans to spend \$1,474,000 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Literacy First Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Literacy First Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Literacy First Charter School's LCAP budgeted \$1,381,927 for planned actions to increase or improve services for high needs students. Literacy First Charter School estimates that it will actually spend \$1,397,422 for actions to increase or improve services for high needs students in 2018-19.

APPENDIX C
Educational Program

Appendix C

Literacy
First
Charter
Schools



"The tree of knowledge begins with literacy"



Appendix C

LFCS Family Calendar
 July 1, 2020 - June 30, 2021
 175 School Days



Literacy First Charter Schools Calendar K- 8 September 8, 2020 – June 18, 2021 8:00 – 3:15 –Primary & Liberty Academy 8:10 – 3: 25 – Junior Academy	
Beginning of the Year Parent Orientation (parents only) All “New to” Literacy First Academies (LA, PA, JA) Students K-8 September 1st – Parent Orientation @ 6:00 Kinder Orientation – TBA by the teacher Kindergarten Get Acquainted – TBA by each teacher	
2020 – 2021 Attendance Dates	
Trimester – Beginning and Ending Dates	
1st Trimester	September 8 – December 4
2nd Trimester	December 7 – March 12
3rd Trimester	March 15 – June 18
H – Holidays and School Breaks	
Fall Break	October 26 – October 30
Veteran’s Day	November 11
Thanksgiving Break	November 25 – 27, 2020
Christmas Break	December 21 – January 3, 2021
Martin Luther King	January 18, 2021
Winter Break	February 12 – 15, 2021
Easter Break	April 5 – April 9, 2021
Spring Break	May 28 – 31, 2021
Last School Day	June 18, 2021
Conference Days	December 9 – 11 March 17 – 19
M – Modified Days	All Fridays will be half days PA/LA 12:00 , JA 12:10 dismissal
Special Events	Back to School Nights LFCS JA: TBD LFCS PA TBD LFCS LA: TBD Spring Open Houses LFCS PA 3/9 LFCS LA 3/11 LFCS JA: 3/23 LFCS 8 th Grade Shadow Days: 12/7-8, 14-15 8 th Grade Moving Up: June 16

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Family School Calendar
July 1, 2020 – June 30, 2021
175 School Days

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>Literacy First Charter Schools <small>*The use of knowledge begins with literacy.</small></p> </div> <div style="text-align: center;"> <h3>Liberty Charter High School</h3> <p>September 8, 2020 – June 18, 2021 School Starts: 8:15 – 3:30</p> </div> <div style="text-align: center;">  <p>LIBERTY CHARTER HIGH SCHOOL LIONS</p> </div> </div>	
Parent & Student Orientations New Student Orientation – August 20th @ 5:00pm (parent and student) August 31st – All Parents and Students Orientation @6:00 <i>For all parents and students 9 – 12</i> <i>(all students must be in prescribed dress for photos)</i>	
School Attendance Dates	
Semester – Beginning and Ending Dates	
Semester 1	September 8 – January 29, 2021
Semester 2	February 1, 2021 – June 18, 2021
H – Holidays and School Breaks	
Fall Break	October 26 – October 30
Veteran’s Day	November 11
Thanksgiving Break	November 25 – 27, 2020
Christmas Break	December 21 – January 3, 2021
Martin Luther King	January 18, 2021
Winter Break	February 12 – 15, 2021
Easter Break	April 5 – April 9, 2021
Spring Break	May 28 – 31, 2021
M – Modified Days <i>Parent Conferences</i> 3:00pm – 6:00pm <i>Exam Days</i> 8:15am – 2:15pm	Oct 12 – 15 Dec. 14 – 17 March 29 – April 1 January 26 – 29 June 15 – 18
Special Events	Back to School Night & College Fair: TBD Unity Days – 10/19-22 Shadow Days: 8th Grade Shadow Days: 12/7-8, 14-16 Spring Open House/ Showcase: 1/14 Graduation: 6/19

MISSION

Literacy First Charter Schools Exists to:



NURTURE

The whole child from Kindergarten through High School Graduation by...



IGNITE

Igniting a passion for comprehensive LITERACY and...



EQUIP

Equipping them to WHOLEHEARTEDLY participate in their Community!

Appendix C

Literacy First Charter Schools

Grade Level Mission Statements

Kindergarten

Our mission is to excite and engage our students through exploration, helping them build a foundation to excel in their educational experience.

1st Grade

Our mission is to provide a strong foundation for reading in order to produce literate students who are enthusiastic learners and citizens who desire to learn about their world and be a leader in their community.

2nd Grade

Our mission is to inspire our students to strive to reach their potential by growing active and creative minds that are able to reflect on their beliefs and understandings of what they've learned.

3rd Grade

Our mission is to inspire our students to develop the confidence to be risk takers, problem solvers, and self-motivated learners through positive encouragement and mutual respect.

4th Grade

"Our mission is to encourage students to become passionate, life-long learners who are transitioning from learning to read to reading to learn."

5th Grade

Our mission is to reach and teach every student using a variety of strategies to help them become competent and confident learners.

6th Grade

Our mission purposes to promote student's discoveries, to encourage and support individual progress and to show the value and responsibilities each person has as a member of the LFCS schools and our community.

7th Grade

Our mission is to equip students with the organization, listening, and communication skills needed to become literate, responsible individuals of personal and academic integrity.

8th Grade

Our mission is to teach the core values of respect, responsibility and resourcefulness within the academic setting in preparation for high school and life.

Appendix C

Kindergarten

Mission Statement:

Our mission is to excite and engage our students through exploration, helping them build a foundation to excel in their educational experience.

Alignment with the LFCS Philosophy of Education:

Specific Educational Objectives

1. Enable students with the literacy skills necessary to be academically successful

HOW:

1. Kindergarten begins by learning to be a good citizen and good student in a classroom setting. Teachers daily teach students what it means to be an active participant in school through character lessons taught, day to day school process that requires student participation i.e. backpacks, folders, library books, mail boxes, rotation of centers, completion of independent work and listening while teacher is instructing. Through this process they will learn the academic concepts and standards focused on at the Kindergarten level.
2. Develop strong communication and writing skills of each student in order to provide strong lifelong learners and productive citizens

HOW:

1. Quarterly share box allows students to participate in academic activities while sharing with the class what they have learned.
2. Reinforce using complete sentences when responding to a question during a lesson taught.
3. Developmentally appropriate writing assignments given to enhance critical thinking skills.
4. Multiple opportunities throughout the day to use writing as a means of communication.
5. Equip students with basic and fundamental math, science and technology concepts upon which future educational success is determined

HOW:

1. Technology skills include: turn on a computer, use a mouse, open a program, access the internet, use word, pull up clip art, and use word art.
2. Math skills include: Daily activities which use hands on math manipulatives. Choosing baskets reinforcing math concepts learned for students to work with.
3. Science: Units include
 - Forces, Machines, Engineering
 - Weather and Seasons
 - Plants and Animals

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4. Provide real life learning experience through the community so students develop the connections between real world experiences and school

HOW:

- Community Helpers Unit: Dress up as community helpers, classroom visits by Police and Fire Safety personal.
- Farm life: Hatch chicks

5. Use an assessment system that effectively allows teachers and students to enjoy a positive and productive learning environment

HOW:

- Immediate correction of work done either on white boards or worksheets.
- Daily teacher center where teacher assesses lesson taught and can reinforce learning concept.

6. Nurture a spirit of patriotism as American principles and history are presented through multicultural project oriented and literature based learning

HOW:

- Teach the Preamble as we learn about presidents
- Identify and teach Patriotic holidays i.e. Veterans Day, Presidents Day, Memorial Day, Martin Luther King
- Sing Patriotic songs on a daily basis
- Perform Patriotic programs

7. Create an excitement and anticipation for learning that will enable students to become disciplined and self-reliant learners

HOW:

- Daily allow students to choose a basket to explore a math, language, science, or social studies concept taught previously
- Incorporate applicable themes of learning so as to engage the students in their academic learning.
- Creating an environment where students are in small groups working on concepts learned. Teacher monitors and guides the learning process.

8. Allow students the opportunities to demonstrate their understanding of our core values in practical situations, developing mature individuals and critical thinkers

HOW:

- Students participate in giving gifts at Christmas time.
- Students are encouraged to recognize success of other students with verbal responses.
- Allow students to help problem solve daily problems that may arise in class.

9. Inspire community participation and ownership of their future generation

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HOW:

- Reading buddies with 2nd grade. Discussion on how learning to read now will help them to be a 2nd grade reading buddy later and help others to read.
- Discuss and identify activities other grades participate in and how they will be able to be involved in that i.e., Wild Animal Park, Washington DC, and Sacramento.

10. Provide professional development opportunities that ensure Literacy First Charter Schools to have quality programs and stellar teachers

HOW:

- Debbie evaluates and discusses with others the needs of the staff and then designs professional development opportunities for the year to address these needs.

11. Engage the families of our students in the education process by providing regular communication, adult education options, and the sense of “team”

HOW:

- Sending out weekly newsletters with upcoming weekly activities.
- Weekly emails to parents with current needs for the classroom and
- Parent participation in the classroom and activities
- Websites developed that provide class specific information for parents.
- Second Language parent assigned to call second language parents and reminders of class activities. Explain upcoming class and school activities.

12. To operate a fiscally sound and highly successful charter school that benefits all involved.

HOW:

- Teachers are made aware of the financial status of LFCS and are encouraged to help maintain a fiscally sound school.

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1st Grade

Mission Statement:

Our mission is to provide a strong foundation for reading in order to produce literate students who are enthusiastic learners and citizens who desire to learn about their world and be a leader in their community.

Alignment to the LFCS Philosophy:

Specific Educational Objectives

1. Enable students with the literacy skills necessary to be academically successful

HOW:

We teach reading with a balanced method of using both whole language and phonics instruction, while using whole group and homogeneous student group settings.

2. Develop strong communication and writing skills of each student in order to provide strong lifelong learners and productive citizens

HOW:

Students are given a variety of opportunities to learn how to communicate through writing at the beginning level. The goal is for students to see themselves as a writer. We also use a variety of literature genres throughout the day. Students also memorize and recite poems that correspond with academic themes.

3. Equip students with basic and fundamental math, science and technology concepts upon which future educational success is determined

HOW:

We integrate writing with science & social studies topics. Technology is integrated into all lessons. Our Everyday Math curriculum builds a conceptual knowledge with manipulatives and the spiraling curriculum format.

4. Provide real life learning experience through the community so students develop the connections between real world experiences and school

HOW:

We visit community places such as the Fire State and the Public Library to correspond with our Community Helpers Unit. We organize events such as the Veteran's Day Parade and Pasta for Pennies. We also facilitate social learning in our classroom community with the students and their families.

5. Use an assessment system that effectively allows teachers and students to enjoy a positive and productive learning environment.

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HOW:

We inform teachers and parents of student progress throughout the year as well as utilize assessment tools such as Rigby to assess reading levels, and track student progress using Sight Word Tests, Spelling Tests, and Informal Progress Checks based on that are verbal and activity based, due to students' developmental and academic levels. All assessments are based on the California Common Core Standards. Rubrics are currently being developed in all subject areas.

6. Nurture a spirit of patriotism as American principles and history are presented through multicultural project oriented and literature based learning

HOW:

We participate in writing thank you letters to military veterans, a Veteran's Day parade, singing Patriotic Songs, learning about American Symbols, how to count and use money, and our Thanksgiving Multicultural Feast.

7. Create an excitement and anticipation for learning that will enable students to become disciplined and self-reliant learners

HOW:

We engage students with activity based learning, songs, and technology while teaching and modeling the character qualities of hard work and determination. All these work together to create and increase student independence throughout the first grade year.

8. Allow students the opportunities to demonstrate their understanding of our core values in practical situations, developing mature individuals and critical thinkers

HOW:

We discuss character qualities that students should display, especially in a situation of student misconduct. This helps us to mold student leaders. In lessons, we continually use questions that encourage higher order thinking skills.

9. Inspire community participation and ownership of their future generation

HOW:

We teach and model community participation, which is founded on the principal and character quality of good citizenship. Topics such as Earth Day, and personal responsibility also are good avenues to introduce this topic.

10. Provide professional development opportunities that ensure Literacy First Charter Schools to have quality programs and stellar teachers

HOW:

As teachers, we attend Pro-Gros every month with the entire LFCS Staff, participate in staff observation activities, and regularly meet with our grade level team for planning meetings.

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11. Engage the families of our students in the education process by providing regular communication, adult education options, and the sense of “team”

HOW:

We produce weekly and/or monthly newsletters with information concerning classroom events and academics, coordinate parent volunteers, keep in contact with parents via Email, and behavior charts. We also invite parents to the TAPPS reading program clinic provided to parents at the start of the year.

12. To operate a fiscally sound and highly successful charter school that benefits all involved.

HOW:

We practice good stewardship by creatively utilizing our resources to enhance student education.

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2nd Grade

Mission Statement:

Our mission is to inspire our students to strive to reach their potential by growing active and creative minds that are able to reflect on their beliefs and understandings of what they've learned.

Alignment with LFCS Philosophy of Education:

Specific Educational Objectives

Enable students with the literacy skills necessary to be academically successful HOW:

- using our standards-based curriculum to teach literacy skills
- using methods such as say-see-do, small group instruction

Develop strong communication and writing skills of each student in order to provide strong lifelong learners and productive citizens

HOW:

- give every child weekly opportunities to share their work orally and receive feedback
- Daily writing and editing

Equip students with basic and fundamental math, science and technology concepts upon which future educational success is determined

HOW:

- Daily math lessons (national standards)
- interactive, authentic math games
- hands-on physical, earth, and life science lessons
- technology standards for second grade

Provide real life learning experience through the community so students develop the connections between real world experiences and school

HOW:

- This is accomplished through quarterly community service projects
- Virtual mall project

Use an assessment system that effectively allows teachers and students to enjoy a positive and productive learning environment

HOW:

- Quarterly assessments
- Unit assessments
- Informal observations
- AIMSweb testing

Nurture a spirit of patriotism as American principles and history are presented through multicultural project oriented and literature based learning

HOW:

- Patriotic songs
- Teach about American holidays
- Veteran's Day Parade
- Daily flag salute
- Social Studies curriculum

Create an excitement and anticipation for learning that will enable students to become disciplined and self-reliant learners

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HOW:

- Quantum Learning
- Hooks with daily lessons to engage students
- Classroom jobs
- Behavior management system and clear classroom procedures

Allow students the opportunities to demonstrate their understanding of our core values in practical situations, developing mature individuals and critical thinkers

HOW:

- Classroom meetings to discuss character traits
- Behavior management system
- Compliment letters
- Community service projects

Inspire community participation and ownership of their future generation

HOW:

- Jobs in the classroom
- Classroom community
- Social studies curriculum

Provide professional development opportunities that ensure Literacy First Charter Schools to have quality programs and stellar teachers

HOW:

- Staff conversations
- Quantum Learning
- Scantron training
- Grade level meetings and peer observations

Engage the families of our students in the education process by providing regular Communication, adult education options, and the sense of "team"

HOW:

- Weekly newsletters
- Parent help in the classrooms
- Parent/Teacher conferences
- Parents helping with school projects at home
- School website

To operate a fiscally sound and highly successful charter school that benefits all involved.

HOW:-Spending wisely according to what we have in our teacher budgets

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3rd Grade

Mission Statement:

“Our mission is to inspire our students to develop the confidence to be risk takers, problem solvers, and self-motivated learners through positive encouragement and mutual respect.”

Alignment with LFCS Philosophy of Education:

“Our Mission is to nurture independent and divergent learners whose character drives their problems solving skills and critical thinking.”

Individual responsibility and opportunity thrive at Literacy First Schools.

HOW: Students hold jobs in 3rd grade. Students also manage their own debit/credit logs to keep track of their earnings and spending. Students are given freedom and responsibility for themselves and their own actions. They need to work independently during workshop time and be responsible to complete their assignments, including homework and classwork.

Students earn opportunities based on their achievement and responsibility. Students are also given the opportunity to work at their own level through a variety of differentiated instructional activities.

Specific Educational Objectives

1. Enable students with the literacy skills necessary to be academically successful

HOW: We enable students through a variety of activities and teaching techniques including modeling, the use of anchor charts, direct phonics instruction during our Spelling/EL time, partner reading, decodable books, fluency practice, independent reading, chants, leveled books in our classroom library, smartboard games and activities, and other work with grammar and reading. We provide the students with Quantum techniques that enable every student to be successful.

2. Develop strong communication and writing skills of each student in order to provide strong lifelong learners and productive citizens

HOW: Students develop strong communication through modeling and continued practice of communication skills through praise circles, conflict management, discussion times and quantum learning strategies. Teachers also demand mutual respect during all activities and expect students to communicate their feelings and thoughts.

For writing skills, we use mentor texts and examples through anchor charts. We use window panes, chants, TPR, and songs to help students remember the skills and devices needed to be good writers. Students also receive one-on-one mentorship with peers and the teacher through conferencing during the writing process. Through freedom of choice, students are able to engage in their writing and get excited about their work.

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We present them with non-fiction materials, project, cross curricular writing activities and writing across the 3 genres to ensure the development of every student's writing skills.

3. Equip students with basic and fundamental math, science and technology concepts upon which future educational success is determined

HOW: For mathematics and science, students are given opportunities to engage with the material through manipulatives, TPR, songs, chants and whole group physical activities. For all subjects, we use the smartboard and united streaming videos to engage students with information. Students are also given a chance to use and experience technology through computer research and publishing. Students get the opportunity to go through typing program, understand google docs and creating documents, and completing science projects online.

4. Provide real life learning experience through the community so students develop the connections between real world experiences and school

HOW: We take a number of field trips into the community for students to experience life. Specifically, in Social Studies, students learn about businesses and economies and how a market economy works. We also reach out to the community through service projects involving soldiers abroad, Christmas families and more.

5. Use an assessment system that effectively allows teachers and students to enjoy a positive and productive learning environment

HOW: We use daily informal assessments through challenge tasks and daily four. Teachers take observations and notes during the day through student interactions and lessons. We also use formal assessments such as Scantron and Unit Tests to find out the students understanding of larger concepts. We are constantly assessing our students both formally and informally through written and oral progress checks.

6. Nurture a spirit of patriotism as American principles and history are presented through multicultural project oriented and literature based learning

HOW: During Social Studies, students got to experience a virtual tour of the United States and perform research projects on famous Americans. We also sing patriotic songs and discuss and do activities or crafts for national or cultural holidays. In addition to the in class activities, our students are encouraged to participate fully in the all school performances and activities surrounding patriotism.

7. Create an excitement and anticipation for learning that will enable students to become disciplined and self-reliant learners

HOW: We use interactive games, projects and curriculum to engage student excitement. Examples are the Pilgrim Project, Social Studies self-directed projects, peer-editing, debates, role play activities, and the earning of debits and credits to motivate self-monitoring skills.

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8. Allow students the opportunities to demonstrate their understanding of our core values in practical situations, developing mature individuals and critical thinkers

HOW: We use ideas like Peace Corner, problem solving techniques, Failure leads to success lessons, class meetings, common language and developing of self-directed problem solving to equip students to become individual critical thinkers.

9. Inspire community participation and ownership of their future generation

HOW: We participate in quarterly community service projects. We mentor first graders in a buddy program as we help them learn to read. In addition, students participate through a yearlong classroom economy where they have jobs, receive and spend money, and have to manage themselves.

10. Provide professional development opportunities that ensure Literacy First Charter Schools to have quality programs and stellar teachers

HOW: We first and foremost use our TEAM as a resource, collaborating on planning, instruction and behavioral management techniques and new, fresh ideas. We participate in all school staff development like Quantum Learning and Scantron. Peer observations also provided opportunities for growth and learning.

11. Engage the families of our students in the education process by providing regular communication, adult education options, and the sense of “team”

HOW: We use weekly newsletters, our class websites, e-mails and phone calls to communicate behavioral or other needs. In addition to that communication, parents are involved in the classroom through volunteering, prepping, helping and monitoring. We also use daily contact with parents through our drive-through to communicate any immediate needs.

12. To operate a fiscally sound and highly successful charter school that benefits all involved.

HOW: We use the resources of our parents, both physically and financially, to support our classroom learning and growth. Parents help to raise money and pay for field trips and donate items and resources to the classroom. Beyond that, we work within our yearly budget to meet students’ needs the best we can. To help us do this, we try and plan activities that do not require as much paper or worksheets.

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4th Grade

Mission Statement:

"Our mission is to encourage students to become passionate, life-long learners who are transitioning from learning to read to reading to learn."

Alignment with LFCS Philosophy of Education:

The broad mission of Literacy First Charter Schools, Inc. is to equip students age K-12th grades with two kinds of literacy necessary in the 21st century - the ability to read, write, speak, and calculate with clarity and precision and the ability to participate passionately and responsibly in the life of the community. LFCS, Inc. enables students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, in which all students are held to high academic and behavioral standards, work in collaborative relationships, and perform service to the greater community

The environment at LFCS will be one that encourages, challenges and nurtures young adults to be productive, independent thinking, values conscious individuals that understand in order to be successful one must work to participate passionately in their family and community at large.

Individual responsibility and opportunity thrive at Literacy First Schools.

HOW:

Students are constantly encouraged to view themselves as part of a larger community both in the curriculum and also in everyday conversations. The character traits of the month are visited regularly and related to curriculum whenever possible. We desire academic excellence for all students, and set the learning bar high. Students are always asked to do group work in class and to help each other out with ideas.

Students are held accountable for their actions, both positive and negative. They are taught to respect themselves and others. They have the opportunity to work collaboratively and collectively.

Specific Educational Objectives

1. Enable students with the literacy skills necessary to be academically successful

HOW:

Students are constantly assessed to see if they are grasping the concepts taught and if they are not, they are given individualized interventions.

Students are taught specific reading comprehension strategies, so that they can “read to learn”. Reading and writing skills go hand-in-hand, so assignments integrate both skills. They are exposed to a wide variety of reading and writing genres.

2. Develop strong communication and writing skills of each student in order to provide strong lifelong learners and productive citizens

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HOW:

Students complete reports in various subject areas, and present their reports orally to the class. Students learn to communicate clearly with their peers through oral presentations, group projects, and peer partnering. The writing genres of summary, narrative, response to literature, and opinion writing are covered in fourth grade. Students are taught to self-edit, as well as peer edit, their writing in order to improve their skills.

3. Equip students with basic and fundamental math, science and technology concepts upon which future educational success is determined

HOW:

Students are asked to learn the Common Core Standards in each of these areas. When a student is not meeting the standards then they are given individualized intervention.

These subject areas are integrated, when appropriate, so that students combine math, science, history, and technology skills.

4. Provide real life learning experience through the community so students develop the connections between real world experiences and school

HOW:

Open Court reading is connected to the real world whenever possible. Quarterly community service provides experience for the students to grow in their understanding of the connection between themselves and the world.

Subjects are correlated with real life learning and experiences, so that students understand the practical value of what they are learning in the classroom and can it apply to daily life.

5. Use an assessment system that effectively allows teachers and students to enjoy a positive and productive learning environment

HOW:

Clear rubrics are used so that the students know just what is needed to be successful on tests. The Scantron Assessment shows individual growth and success.

Assessment results are used to focus instruction and provide individualized instruction. Parents and students are informed of performance on assessments which are sent home and signed on a weekly basis, so that they can see growth and help improve areas where growth is needed. Students can also take pride in their accomplishments and take ownership of their education.

6. Nurture a spirit of patriotism as American principles and history are presented through multicultural project oriented and literature based learning

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HOW:

Students learn an appreciation of California's history by visiting key places such as Old Town, and Sacramento. History comes alive through hands on activities and visiting websites. On campus historical presentations such as History Alive or Walk-Through California are offered. Our literature book reading choices and weekly stories from our Open Court reading curriculum also offer insight into our history.

7. Create an excitement and anticipation for learning that will enable students to become disciplined and self-reliant learners

HOW:

Teachers are assigned specific grades/subjects that best utilize their unique gifts. When the teacher is excited about the subject matter, it is more natural for the student to be so also.

Students are always taught in exciting ways using Quantum Learning techniques.

Teachers model a love for learning that is contagious and draws students into the learning process.

8. Allow students the opportunities to demonstrate their understanding of our core values in practical situations, developing mature individuals and critical thinkers

HOW:

We intentionally focus on the monthly character trait. Students are recognized in our classrooms for these positive traits. Good character and the importance of making right choices are deliberately taught. We utilize Quantum learning strategies and classroom behavior management techniques from key teacher/mentors such as Rick Morris and Harry Wong. Students are expected to be responsible of their own choices.

Students are taught problem solving skills so that they can become critical thinkers. Classroom expectations are very clear and students are aware of incentives and consequences for behavior. Students are taught to live "above the line" and to evaluate their choices and behavior. Teachers are role models and exemplify good character.

9. Inspire community participation and ownership of their future generation

HOW:

Teacher always model ways in which he/she is part of his community and the teacher models community participation. Students also have quarterly community service projects.

10. Provide professional development opportunities that ensure Literacy First Charter Schools to have quality programs and stellar teachers

HOW:

Teachers attend professional growth activities on campus that are often staff led. Occasional speakers from Quantum Learning or other outside professionals come to train

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our staff. Training seminars within the community that would benefit our staff are also available for us to attend.

Engage the families of our students in the education process by providing regular communication, adult education options, and the sense of “team”

HOW:

Teachers provide a weekly newsletter that is sent home and posted on our school’s website. It includes dates of upcoming events, assignments, and special notices pertaining to both the student and the parent. We send home graded tests and quarterly progress reports. We invite parents to attend quarterly conferences to be updated on the progress of their student.

Parents understand that they are partners with us in the successful education of their children. Parents are expected to help their children with homework and projects and we give clear guidance and information to assist them.

11. To operate a fiscally sound and highly successful charter school that benefits all involved.

HOW:

Teachers are careful to order curriculum and materials each year that are most necessary to running a smooth and efficient classroom. We utilize any unused materials the following year when able. We carefully keep track of our spending and turn in receipts for classroom items purchased within our school’s allotted budget.

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5th Grade

Mission Statement:

“Our mission is to reach and teach every student using a variety of strategies to help them become competent and confident learners.”

Alignment with LFCS Philosophy of Education:

Specific Educational Objectives

1. Enable students with the literacy skills necessary to be academically successful

HOW:

Fifth graders are taught and encouraged to analyze and appreciate various genres of literature. While analyzing and appreciating literature, they learn how to participate in literary discussions, learn literacy devices, and understand author’s meaning and purpose. These skills are then carried throughout the curriculum and help students become successful in all subjects and in subsequent grade levels.

Fifth graders also gain a sense of cultural literacy by being exposed to various ethnicities, beliefs, practices, and points of view. Encouraging them to connect their own life experiences to those of others around the world contributes to their overall academic success.

2. Develop strong communication and writing skills of each student in order to provide strong lifelong learners and productive citizens

HOW:

Students demonstrate the power of writing by expressing themselves through the following written genres: opinion pieces, response to literature, research reports, and personal narratives. Also, students employ the previously stated literacy skills to construct a well thought out and organized response to literature.

Additionally, students conduct extensive research on a topic of their choice and prepare a detailed research report that they present to the class. Finally, students reflect on their own personal life experiences to write a meaningful personal narrative.

3. Equip students with basic and fundamental math, science and technology concepts upon which future educational success is determined

HOW:

Fifth grade students are held to a high level of personal accountability in preparation for their middle school years. We use the Everyday Mathematics curriculum to teach mathematics content standards. Through this curriculum, students apply mathematical strategies and principles to authentic situations. In addition, students complete a multi-step, real world “task” at the end of

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each Math unit. Through the FOSS Science curriculum, students continue to build a foundation in Life, Physical, and Earth Sciences. A variety of technology concepts are developed in fifth grade utilizing the following programs:

SmartBoard technology, Discovery Education United Streaming, music, personal computer usage, visual projections, teacher websites, and student digital portfolios. Teachers model and expect critical thinking and problem solving skills in all academic subjects which prepares students for future educational success.

4. Provide real life learning experience through the community so students develop the connections between real world experiences and school

HOW: Fifth graders interact with the community in several ways that provide real life learning experiences. They attend “Biztown”, a simulated town where students learn life skills such as paying bills, balancing a check book, and working in a business. In addition, members of the community provide opportunities to learn and serve in the areas of water conservation, medical professions, and more.

Students “purchase” stocks, track the profit or loss of their “portfolios” over a five week period, and interview adults in the community about the purpose, risks, etc. of the Stock Market. They participate in a fundraiser for Pennies for Pencils, along with a special outreach project for children in Tecate, Mexico. Gift bags are assembled and delivered to children at Christmas time.

5. Use an assessment system that effectively allows teachers and students to enjoy a positive and productive learning environment

HOW: Students demonstrate mastery through a variety of assessments. These include projects, essays, presentations, written tests, discussions, computer-generated assessments, and anecdotal notes. These assessments drive instruction, providing data to further individualize instruction and allowing teachers to pinpoint specific needs.

6. Nurture a spirit of patriotism as American principles and history are presented through multicultural project oriented and literature based learning

HOW: The fifth grade curriculum is uniquely designed to nurture a spirit of patriotism. Students are encouraged to analyze and compare America’s system of government to that of other nations. Our nation’s history is further experienced through an interactive field trip to Riley’s Farm, where students are immersed in a mock colonial town under British rule. Here, students gain an appreciation for the purpose and causes of the Revolutionary War. In addition, students read, discuss and interact with a variety of quality classics such as Sign of the Beaver, Old Yeller, and “The Midnight Ride of Paul Revere”. These pieces of historical fiction provide opportunities for analysis and appreciation of our nation’s rich history.

Finally, holidays such as Martin Luther King, Jr. Day, Veteran’s Day, Flag Day, and Memorial Day are explained, acknowledged, and celebrated.

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7. Create an excitement and anticipation for learning that will enable students to become disciplined and self-reliant learners

HOW:

The 5th grade team utilizes Quantum Learning strategies, music, props, and visuals on a daily basis to engage student in the learning process. Moreover, students receive an increasing amount of responsibility for their learning and growth by involving them in activities that cause them to reflect upon and chart their personal performance on various assessments and projects. For instance, students complete self-analyses after completing Language Arts tests to determine areas of strength and where growth is needed. They also record their own performance with regards to math homework and reading (Lexile levels). This allows students to have a clear perception of their current progress and aids them in setting personal goals.

8. Allow students the opportunities to demonstrate their understanding of our core values in practical situations, developing mature individuals and critical thinkers

HOW:

Students in fifth grade are given several opportunities to apply their learning in practical ways. With the BizTown curriculum and culminating field trip experience, students utilize acquired skills in mathematics, economics, and reading, as well as demonstrate appropriate character and values learned in the classroom, all while running a simulated city's business.

9. Inspire community participation and ownership of their future generation

HOW:

A significant part of the fifth grade curriculum is Biztown, which is a six-week course on economics followed by a culminating field trip. Students learn how to balance a checkbook, and deposit paychecks. Additionally, students learn basic principles about businesses such as how they make money, spend money on expenses and taxes, produce their goods, and provide their services to the public.

There are about twenty San Diego-based companies that participate in this program, and the students end up becoming "employees" of each business. Then at the field trip, students enter into a "town" that is completely run by themselves.

The San Diego businesses are very involved in this program and field trip, and their participation encourages students to become active and responsible citizens.

Students also have the opportunity to create a solution to problems such as access to clean water, bullying, etc. through their Passion Projects.

10. Provide professional development opportunities that ensure Literacy First Charter Schools to have quality programs and stellar teachers

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HOW:

Throughout the year, teachers and staff regularly attend staff development trainings that are held once or twice a month. At these meetings, the faculty engages in professional development that incorporates curriculum and teaching strategies. For instance, LFCS has adopted the online Scantron Performance Testing program, and in-service training that dealt with introducing, implementing, and analyzing the data of the program has allowed teachers to utilize this program in many beneficial ways. The school has also integrated Quantum Learning into its curriculum, and a representative from Quantum Learning has led frequent trainings. Besides the in-service trainings, the administration encourages teachers to further their own areas of expertise through webinars, articles, etc.

11. Engage the families of our students in the education process by providing regular communication, adult education options, and the sense of “team”

HOW:

The fifth grade team engages families in the educational process through various means of communication. These include weekly classroom letters, teacher web pages, (with a page just for parents) email correspondence, progress reports, parent-signed documents (quizzes, tests, and other important papers), telephone calls, parent-teacher conferences, room parent and parent-volunteer opportunities, and participation in back-to-school informational nights. Parents also chaperone field trips, assist in classroom bake-sales, lead small groups for reading and math, facilitate the “Scholastic” book sales, and more. Communication is ever-present, and parent involvement is acknowledged and appreciated. By partnering with parents and working as a team, the students are able to make greater strides in attaining their educational goals.

12. To operate a fiscally sound and highly successful charter school that benefits all involved.

HOW:

The fifth grade team understands the importance of good stewardship in the advancement of the mission of Literacy/Liberty Charter Schools. Not only do the teachers operate within the confines of a fiscally sound budget, but students are also taught to consider their choices in making good, budget-minded decisions.

For example, the fifth grade participates in the Liberty/Literacy Jog-a-thon and the selling of Entertainment books. We also have classroom snack-sale days to supplement monies for the purchase of extraneous classroom supplies. A “Wish-List” is sent out at the beginning of the year, and parents contribute items such as tissues, hand cleaners, paper, stickers, and other incentives for the students.

Additionally, the fifth grade team covers all textbooks to prevent unnecessary wear and tear. Moreover, the fifth grade teaches and practices recycling in the individual classrooms. Plastic bottles are recycled to raise classroom funds, folders are re-used in math and reading to prevent waste whenever possible, and misprinted or miscopied papers are used later for scratch paper.

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Students are also encouraged to use supplies wisely. They have studied water conservation, and the techniques they have learned can be applied to both home and school water usage.

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6th Grade Mission Statement:

“Our sixth grade mission is to encourage and support individual progress and to show the value and responsibilities each person has as a member of the LFCS schools and our community.”

Alignment with LFCS Philosophy of Education:

Specific Educational Objectives

1. Enable students with the literacy skills necessary to be academically successful.

HOW: Students are enabled to be academically successful through various activities and skills taught across the curriculum. Students read daily throughout each of their core subjects, and their literacy skills are strengthened by reading short excerpts, core literature, and nonfiction pieces during each of their main content courses. In order to enable students to be academically successful, student progress is continually monitored daily, both formally and informally. Teachers adapt lessons and support students through small groups, tutoring and intervention to help all students reach their academic goals and full potential.

2. Develop strong communication and writing skills of each student in order to develop strong lifelong learners and productive citizens.

HOW: The basic development of communication and writing is a large part of student learning. Writing skills are used daily through informal and formal essays and summarizing across the curriculum; much of which is published within the classroom for other students to learn from and enjoy. Students are taught specific guidelines to ensure success during the writing process. Editing and revision are emphasized and required so each student is continually learning from each piece of writing they create. Students learn communication skills necessary to be effective speakers, as well as, how to construct a clear, organized presentation. Although the speech instruction focuses specifically on the skills students need, public speaking is developed throughout each of the content areas during individual classroom presentations and cooperative group work and activities. By developing strong communication and writing skills, each student is equipped with accomplishments necessary to be productive and effective citizens in society.

3. Equip students with balanced, comprehensive, and problem centered mathematics, science, and technology concepts upon which future educational success is determined.

HOW: Each math, science, and technology concept is taught with current and relevant knowledge that a student’s future academic success is determined by how well they understand earlier concepts. To ensure that concepts are aligning with students’ needs, academic Common Core State Standards: California are strictly followed to ensure that students are being equipped with the concepts necessary for their current and future success. Teachers are knowledgeable of

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future grade standards, and lessons are explicitly planned with this purpose in mind. When students are observed to be lacking these basic skills, support and RTI plans are utilized to provide additional support.

4. Provide real life learning experience in the community so students develop the connections between real world experiences and school.

HOW: Students are provided with real life learning experiences by serving others through community service projects both local and global, and by engaging in diverse field trips throughout the community. Students learn valuable character traits in the classroom, and by participating in community services projects they are required to put these traits into action and take individual ownership for each character trait. Field trips allow for the opportunity to explore outside the school setting; students are able to connect to concepts in a new way and make discoveries that may not have occurred otherwise.

5. Use an assessment system that effectively allows teachers and students to enjoy a positive and productive learning environment.

HOW: How we assess student learning is important for both students and teachers. Unit tests, essays, research reports, quizzes, oral assessments, and homework assignments are used to effectively assess student learning. If students are not successful in meeting a standard, they are given the opportunity to be reassessed in order to demonstrate they have an understanding of the information. ReportCard Maker allows parents and teachers to easily view how students are doing as a whole in each subject/category. By assessing these scores, teachers and students are provided with information about the students' strengths and weaknesses. Informal assessments are completed daily through observations and class work assignments as teachers interact with students, encourage them, and support their academic needs. Students and parents are given updated feedback and grades to help them stay productive, take ownership, and stay successful.

6. Nurture a spirit of patriotism as American principles and history are presented through multicultural project oriented and literature based learning.

HOW: American patriotism is encouraged throughout the school year, and students participate in different activities that support the principles and spirit of patriotism. Students say the Pledge of Allegiance daily, holidays such as Veteran's Day allow a time for the students to reflect on their country's history through activities and videos that remind the students of those brave men and women who have shown the ultimate patriotism. Students also gain better insight of their own country by studying the history of other cultures. Researching and studying ancient civilizations like Greece, Rome, Israel, and Mesopotamia, encourage students to see connections between America's principles and the history of those cultures they are studying. Realistic fiction and nonfiction stories within students' core subjects are used to promote an understanding of patriotism; these principles are used in multicultural-based stories in the text that also support American principles and history.

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7. Create an excitement and anticipation for learning that will enable students to become disciplined and self-reliant learners.

HOW: Sixth graders participate in hands-on, interactive learning activities in all subject areas to inspire excitement and motivation. Students develop and showcase models of the architecture and artifacts of ancient civilizations for their History Innovation Night. They have the opportunity to develop, conduct, and present their own science investigations for the sixth grade Science Project. The Connected Math curriculum allows students to be self-directed as they discover new mathematical concepts, and under the close guidance of their teachers, the students gain a stronger understanding and motivation in directing their own learning.

8. Allow students the opportunities to demonstrate their understanding of our core values in practical situations, developing mature individuals and critical thinkers.

HOW: Students work individually and collaborate in groups through everyday experience and learning opportunities, students are encouraged to use critical thinking skills to evaluate ideas and problems, come to reasonable solutions, grow in self-control and appreciation of others and individual similarities and differences. Students are encouraged to take reasonable risks, test courage, grow and change in abilities, likes, responsibilities, and through a “Sense of Wonder” continue to expand thinking throughout each subject and lesson to consider multiple strategies and ideas to answer the essential questions in school and in life.

9. Inspire community participation and ownership of their future generation.

HOW: Sixth graders actively participate in community service projects, such as collecting and donating supplies for needy families, or writing letters to our local military men and women overseas. They gain an appreciation of the arts and of artists within their community by attending the San Diego Symphony. In history, students are engaged in frequent discussions and activities related to the past, present, and future of government and social issues.

10. Provide professional development opportunities that ensure Literacy First Charter Schools to have quality programs and stellar teachers.

HOW: The teachers at LFCS actively support each other in their professional growth by inviting each other to observe in their respective classrooms and providing constructive, timely feedback. These peer observations allow grade levels teams to become more cohesive teaching units and to maintain an open dialog about teaching strategies and practices that will best nurture the growth of our students. Teachers and administration also regularly participate in all-staff conversations that encompass a wide variety of topics relating to our school's unique culture and goals, as well as discussions of best practices across all grade levels and content areas.

11. Engage the families of our students in the education process by providing regular communication, adult education options, and the sense of “team”.

HOW: The sixth grade teachers correspond with families through class websites that are updated weekly. Communication with parents is also maintained through newsletters, Google Classroom, phone calls, in person, and email. Back to School Night, Open House, and student-led parent

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teacher conferences provide opportunities for parents to experience their child's learning environment in person and to maintain an open dialog and relationship with their child's teacher. At Back to School night, a large focus is given to present information about the grade level math curriculum, share resources for parent support, and open up communication between parents and teachers about how to best support students in their mathematical learning. Open lines of communication about curriculum, grade-level and school-wide events, and individual students' strengths and areas for growth are an essential component of the sixth grade experience.

12. To operate a fiscally sound and highly successful charter school that benefits all involved.

HOW: The sixth grade team maintains constant communication regarding consumption of funds and materials in order to use our school resources most wisely with programs like Donors Choose. We share and reuse paper copies and move towards digital copies as often as is feasible. We provide "wish lists" to parents requesting optional donations of classroom supplies in order to minimize the usage of school funds. When possible, the sixth grade team schedules field trips that provide free or reduced prices on tickets and busing, or use local Metro transportation (trolley) when possible. These practices help to maximize available funding and thus to provide a richer educational experience for all students.

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7th Grade

Mission Statement:

“Our mission is to equip students with the organization, listening, and communication skills needed to become literate, responsible individuals of personal and academic integrity.”

Alignment with LFCS Philosophy of Education:

Specific Educational Objectives

1. Enable students with the literacy skills necessary to be academically successful Language Arts:

- Use of colored markers in order to identify editing symbols in the writing process
- Daily writing will enable students to describe, evaluate, and connect the essential ideas, arguments, and perspectives of a variety of text
- Require MLA (Modern Language Association) formatting for formal written assignments
- Holding students accountable for neat, organized, and completed work on specified due dates
- Use of Google docs in order to submit projects and written work to the teacher for timely feedback
- Variety of teaching strategies using visual, auditory, and kinesthetic materials
- Use of Website, E-mail, planners, and progress reports in order to keep communication lines open with Students, parents, and teachers
- Teaching and recognizing good character traits in order to develop future leaders and productive citizens
- Use of student rubrics, enabling students to evaluate their performance and understanding of concepts being taught
- Use of vocabulary (Greek and Latin roots) gestures and cards

Math:

- Students will read, write, interpret, and use the properties of real numbers to reach mathematical solutions
- Students will maintain a mathematics vocabulary log, which will provide a verbal representation, algebraic representation, and mathematical representation of mathematics vocabulary.
- Students will write written responses showing the steps to reach a mathematical solution
- Use of folders to organize math reference and homework
- Students are encouraged to share various approaches to problem solving and support their strategy with proof of correct solution

Science:

- Use Science notebooks to integrate written communication.
- Hold high expectations for written responses.
- Teach students the accurate and precise language required of scientific writing.
- Teach students research skills needed to write research reports.

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- Teach students non-fiction reading skills such as SQRRR.
- Teach students outlining skills using science text.
- Students demonstrate oral communication by presenting science projects
- Use of Cornell notes

History:

- Daily writing activities in history incorporating multicultural topics
 - Student-centered group work
 - Use of Cornell notes
 - Teach students organization of thoughts with graphic organizers
 - Reinforce Greek/Latin roots learned in Language Arts and explain how it connects to our material
 - Teach students to reflect (via writing) on class simulations
 - Hold students' writing to high expectations (i.e. expecting students to fully explain connections between events, cause/effect, comparing and contrasting, etc.).
2. Develop strong communication and writing skills of each student in order to provide strong lifelong learners and productive citizens

Language Arts:

- Students will learn to write clear, coherent, and focused essays of 500 to 700 words and use the stages of the writing process as needed
- Write narrative, informative, explanatory, argument, and response to literature, which contain formal introductions, bodies of supporting evidence and reasoning, and conclusions
- Teaching oral communication through speech presentations of genres and discussion of literary terms and concepts through classic pieces of literature
- Students will conduct debates among their peers after researching a controversial or noncontroversial topic
- Understand and analyze the differences among various categories of informational material and demonstrate their understanding through reading and writing projects

Math:

- Students will use mathematical terminology in oral and written means to communicate steps taken to reach a mathematical solution
- Students keep a math journal communicating daily reflections of concepts learned.

Science:

- Communicate the logical connection among hypothesis, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
- Construct scale models, maps and appropriately labeled diagrams to communicate scientific knowledge.
- Communicate the steps and results from an investigation in written reports and verbal presentations.

History:

- Students summarize and analyze “big ideas” in history
- Students compare and contrast events in history discovering similarities and differences.

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- Students use specific vocabulary terms to convey and understanding of the terminology and time period.
 - Students communicate, with peers, how their lives connect with different themes and trends in history.
3. Equip students with basic and fundamental math, science and technology concepts upon which future educational success is determined

HOW:

Language Arts: Students demonstrate the knowledge and use of technology in and outside of the classroom by...

- Use of Internet for research papers
- Website to locate homework and due dates on essays and projects
- Use of laptops to learn MLA format for writing genres
- Use of computers to create, write, and edit essays

Math:

- Students will analyze problems by identifying relationships, recognizing relevant and irrelevant information, sequencing and prioritizing, and observing patterns
- Students will use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning
- Students will express solutions clearly and logically using the appropriate mathematical notation and terms and clear language
- Students will learn to use estimation to verify the rationality of a solution
- Students will learn to break complex problems into simpler problems in order to reach a solution

Science:

Students demonstrate fundamental scientific knowledge of...

- cell biology by creating a Prezi analogy comparing the structures and functions of a cell to a city.
- Genetics by analyzing their “super traits” in terms of phenotype and genotype and creating a possible
- Structure and function of living systems by creating a paper model of human body systems.
- Physical principles underlying biological structure and functions studying the properties of light and
- Earth History by creating a scaled time line of the geologic timeline.
- Use technology as a tool to demonstrate science concepts/knowledge using Prezi, lucid chart, Google

History:

Students demonstrate the knowledge and use of science, math and technology in and outside of the classroom by...

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- Analyzing maps and graphs (i.e. understanding the scale of maps and the relation of distances of groups,
 - Describing the effects of weather and agriculture (how things grow or don't) on groups of people
 - Describing how disease and sickness affect humanity.
 - Detailing percentages of populations' religions, economical status', etc.
 - Use of class website for additional material regarding specific time periods.
 - Use of computers to type responses and reflections
4. Provide real life learning experience through the community so students develop the connections between real world experiences and school

HOW:

Language Arts:

- Community service by collecting all types of books for schools in need
- Authors Day (Author shares their experiences in the real world of literature)
- Writing letters to elders in the community and those who serve our nation
- Research family members who have been in the field of writing, journalism, and speech

Math:

- Students use the Connected Mathematics curriculum produced by Pearson Hall. This curriculum provides opportunities for students to apply mathematical skills to real life problems.
- Students will recognize math in real life throughout the school year through research, creating projects, finding mathematical articles/examples in newspapers and magazines
- Students will commemorate dates such as Pi Day on 3/14 and the 100th day of school
- Students will take examples from current events in the news and apply algebra, number sense, geometry, or data and probability skills
- Abstract is made concrete through use of videos and real life examples.

Science:

- Students experience real life learning of science by digital animation of cell cycle using Scratch.
- "super baby" in a written and oral report.
- Create a 3D model of DNA.
- dissecting a cow eye.
- Drawings, and Scratch animation with computer programing.etc.)
- Recycling in all 7th grade classrooms.
- Make paper using recycled paper to learn about the importance of recycling to commemorate Earth
- Hosting guest speakers such as parents who work in science or health fields.

History:

- Students make connections during classroom discussions
- Students understand experiences by acting out historical events in class simulations
- Students make connections between their lives and history by writing about their experiences during reflections.

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5. Use an assessment system that effectively allows teachers and students to enjoy a positive and productive learning environment

HOW:

Language Arts:

- Scantron results in reading and comprehension
- Student rubrics to evaluate their progress
- Homework two nights a week to assess students' independent understanding
- Teacher self-evaluation
- Writing rubrics detailed for each specific genre
- Rating system (10-11) so students take control of their learning environment
- Assessments on all language arts standards adapted to meet the needs of all students successfully
- Reward system for students engagement in all areas of learning
- The use of positive reinforcement through Quantum learning
- Use the results of Scantron tests to gauge instruction in Language arts and math
- Math: Students will be evaluated formally and informally.
- Students are evaluated formally through weekly assessments in mathematics. Scores are based on the student providing steps taken to reach a solution and correct solutions.
- Math homework is assigned 3-4 nights a week to gauge student progress.
- Student participation during class discussions will informally assess understanding of concepts.
- Students are able to make corrections to assessments and retake one unit test per quarter to improve their understanding.
- Scantron results used to enhance instruction

Science:

- In science use both tests and student projects to assess student learning. Use the Prentice Hall test generator to create unit tests.
- Biweekly quizzes.
- Provide opportunities to retake one assessment to show mastery if needed. Assessment format varies from computer based to written.
- Use detailed rubrics for science projects.
- Provide study guides for science tests.

History:

- Weekly formal assessments in the form of quizzes
- Tests every unit
- Informal assessments daily (thumbs up, Q&A)
- Homework is assigned on Mondays and collected on Thursdays for weekly assessments of students' understanding
- Students' comments during class discussion and warm-ups are used to gauge whether or not material is understood.

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6. Nurture a spirit of patriotism as American principles and history are presented through multicultural, project oriented, and literature based learning by:

- All classes will begin the day with the Pledge of Allegiance.

Language Arts:

- Exploring and comprehensively understanding classic literature of American authors and poets
- Creating original pieces of poetry by studying the American Poets
- Evaluating literature with historical backgrounds to create productive citizens within the classroom

Math:

- Highlighting September 11, Veteran's Day, Memorial Day through video presentations and class discussions
- Quotations throughout the classroom of notable Americans and mathematicians

Science:

- Highlighting the accomplishments of American scientists such as those involved in the Human Genome Project.

History:

- Use of primary sources to lead discussions regarding current events
- Connections are built during warm-up to life in America--with what we're learning
- Student connections and comments are always welcomed.

7. Create an excitement and anticipation for learning that will enable students to become disciplined and self reliant learners

Language Arts:

- Well-developed lesson plans that include group work with hands on activities focused on writing, speech, and reading
- Incorporating the visual arts in lessons helping develop and balance the right and left hemispheres of the brain, thus enhancing the natural and creative capabilities of students
- The use of real life experiences and stories to share with students in order to motivate and create an interest in the subject being taught, which makes learning more exciting and enjoyable
- Team work with responsibilities for each student within the group
- Allow students to choose their own writing and speech topics when appropriate in order to instill ownership in their education

Math:

- The Connected Mathematics curriculum is one of investigation and exploration. This approach can create intrinsic motivation for students to "solve a puzzle" or find a variety of methods to reach a solution.
- Students are given the opportunity to share their knowledge by creating posters, presenting solutions to problems on the Smart Board, and finding math in real life to display around the classroom

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- Well-developed lesson plans that provide opportunities for teacher instruction as well as group/partnership activities to enhance understanding and give students the opportunity to talk through concepts and procedures to further understanding
- Student names used in assignments
- Use of technology (Plickers), math libs, task cards, and scavenger hunts to review material and create an excitement to understand concepts.

Science:

- Create excitement and anticipation for learning with hands on activities, labs, models, and reports. For example, students build DNA/RNA models using licorice and colored marshmallows, experience dissection labs using seeds, flowers, and cow eyes.
- Carry out hands on investigations from the FOSS kits.

History:

- Simulations create authentic learning experiences by allowing students to act out different perspectives to experience the point of view of a specific group/region.
- Students are held accountable for time management during projects and assignments.
- Students engage in “gallery walks” around the class to gather information about themes in history and analyze with groups.
- Students are encouraged to share experiences with classmates via discussions, group work and partners.

8. Allow students the opportunities to demonstrate their understanding of our core values in practical situations, developing mature individuals and critical thinkers

HOW:

Language Arts:

- Being able to communicate in a sensible and collaborative way by participating in projects such as debates on controversial topics and persuasive speeches to help develop a certain level of critical thinking

Math:

- Students understand that there is more than one approach to solve a problem. They are able to listen and respect individual differences in reaching a solution and commend classmates for finding new means to solve a problem.
- Display projects and activities around classroom.

Science:

- In science students discuss the ethical issues in the developing field of genetics.
- Use critical thinking to analyze scientific evidence and theories.
- Use critical thinking in class discussions of the nature of science.

History:

In history, students learn about many different problems the world faced during the medieval time period. They are able learn about different perspectives and how those lives were influenced by the present culture and their circumstances.

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- Students incorporate their point of views, experiences and values in assignments thus allowing them to critically examine material.
9. Inspire community participation and ownership of their future generation
 - Recycle in all 7th grade classrooms.
 - Make recycled paper in science class to commemorate Earth Day.
 - Organize and carry out clothing drive for the community.
 - Volunteer in monthly food drive located on campus through the church.
 - Plant and maintain 7th grade garden
 10. Provide professional development opportunities that ensure Literacy First Charter Schools to have quality programs and stellar teachers
 - Attend workshops in the area of teachers' disciplines
 - Share and use the strategies and materials from unprecedented workshops with all teachers
 - Continue to give teachers the privilege as well as the liberty to have the freedom to make choices and changes in the curriculum as well as the programs that are implemented by administration
 - Provide time for grade level teams to meet
 - Provide time for subject area teachers from grades 6- 12 to meet to discuss subject matter and share ideas
 - Read books in our field of discipline to bring in fresh ideas and techniques
 - Use the quantum learning techniques
 - Create a brain-compatible classroom
 - Stay current on technology to enhance classroom experiences, seek out opportunities for growth (webinars)
 11. Engage the families of our students in the education process by providing regular communication, adult education options, and the sense of “team”
 - Provide meetings with parents, students, and teachers throughout the school year to check on the academic progress
 - Projects that encourage family involvement
 - Provide access to student grades through use of RCM Parent Portal and schoolGo app
 - Provide regular communication through phone calls, e-mail, and personal contact with parents
 - Include parent volunteers in special classroom projects and field trips
 - Inviting parents who are science or health professional to be guest speakers in science class
 - Invite parents to assist with science labs
 - Make connections in pick up line after school.
 - Parent support for creating and maintaining 7th grade garden
 12. To operate a fiscally sound and highly successful charter school that benefits all involved.

HOW:

- By being conscientious and prudent in the handling and distribution of school materials, for example, not ordering in excess of consumables, books, and other necessary miscellaneous items
- Seeing that all technological equipment, such as computers, and projectors are gingerly handled

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- Students are held responsible to see that their copied papers are not lost, so as not to continually make more copies
- Teacher materials not being used can be handed down to other instructors
- Students are taught how to handle school equipment and school materials
- Grade level fundraisers to help support 7th grade activities (Science Fair)

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8th Grade

Mission Statement:

“Our mission is to teach the core values of respect, responsibility and resourcefulness within the academic setting in preparation for high school and life.”

Alignment with LFCS Philosophy of Education

The mission of the 8th grade Team is to teach the core values of respect, responsibility and resourcefulness within the academic setting in preparation for high school and life. Our goal is that every 8th grade student will disembark from their education at LFCS with the following tools:

- A basic understanding of chemistry, physics, astronomy and scientific investigation.
- A knowledge of the basic foundational structures of American History including important American documents, pivotal historical movements, the influential leaders of American democracy, and the impacting effects of events and individual lives on our nation. Students will also plan and conduct multiple step information searches by using computer networks and modems. Additionally they will prepare and present a speech outline based upon a chosen pattern of organization.
- A foundational understanding of linear and quadratic equations, functions, rational expressions and mathematical reasoning.
- The ability to read and understand grade level appropriate materials, find similarities and difference between texts, evaluate structural patterns of texts, respond to culturally significant works of literature, clarify ideas and connect them to literary works, compare and contrast motivations and reactions of literary characters, identify significant literary devices, analyze a work of literature showing how it reflects traditions, attitudes, and beliefs of it's author, create compositions that establish a controlling impression, have a coherent thesis and end with a clear and well supported conclusion.
- A desire to internalize the important character traits of integrity, honesty, compassion, citizenship, and leadership for the purpose of influencing their world for good. We aspire to achieve these goals through the use of a California Standards based curriculum using formal and informal assessments, classroom discussion ,hands on learning experiences, field trips, classroom projects, all resulting in their final matriculation presentation at the end of their eighth grade year.

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COURSE DESCRIPTIONS – ALL COURSE DESCRIPTIONS ARE WRITTEN ASSUMING THE COMMON CORE STANDARDS ARE IN PLACE, PARTICULARLY IN ELA AND MATH.

Language Arts

An effective language arts strategy must be capable of interfacing both with English and Non-English speaking students. The solution to this present predicament is for the entire schools to implement a balanced and comprehensive literacy program for *all* students. This approach requires understanding, which skills need to be developed, at which points and strategically shifting the curricular emphasis over time. This is what it will take to bring all students up to full literacy. At LFCS, all students will have an equal opportunity to master the standards and perform well on the assessments.

Our instructional materials are designed to ensure that: 1) virtually every student participates in the regular classroom and has access to the basic curriculum including students whose reading achievement is significantly below grade level, and students who speak in languages other than English); and 2) teachers are provided with the support they need to ensure that all students succeed.

Getting students off to a successful start for a lifetime of reading is the job at hand for LFCS. With good instruction and motivation, most will continue to read and become strong readers. Bringing all students to higher levels of literacy is the challenge teachers must meet; bringing disadvantaged, vulnerable, reluctant, and learning-impaired students to higher levels of literacy is the challenge teachers must overcome. Understanding the nature of reading, how proficient readers read, and how to teach students to read will help teachers face those challenges head-on. The professional development program at LFCS will insure that teachers are well prepared and understand how to employ all of the literacy strategies shown in the chart below.

English Language Learners

The goal for English language learners (EL) is to develop proficiency in English language literacy skills. Instructional programs for English learners will be planned according to the students' assessed levels of literacy in English. English language proficiency progresses from the students' initial contact with formal instruction in English to the point at which their use of English compares with that of their native English-speaking peers. Because of differing academic backgrounds and ages, some students can be expected to progress more quickly and others require more support in the English-language arts program.

Reading

Research has identified and replicated findings pinpointing seven key factors, regardless of the language being taught, that influence reading development in students, regardless of risk factors such as socioeconomic level or physical impairments:

1. Development of phonemic awareness and of the alphabetic Principle (how print maps to speech).
2. Ability to decode words.

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3. Automaticity with enough words.
4. Acquisition of vocabulary along with the application of reading comprehension strategies.
5. Extensive reading of both narrative and expository texts.
6. Maintaining the motivation to learn.
7. Adequate teacher preparation and materials.

LFCS will address all of the above factors in the selection of its reading strategies. Better readers read more. Anderson, Wilson, and Fielding (1988) found a significant, positive relation between the measures of amount of reading, particularly the amount of book reading, and the measures of reading comprehension, vocabulary, and reading speed.

Because better readers do read more, LFCS will integrate a strong literature program into their explicit skills program listed above. The literature strand:

- Focuses on oral and written language and comprehension.
- Students are exposed to and taught the various literary genres and language patterns.
- Students have access to abundant literature titles (many with tapes).
- There is mandatory reading time, orally and silently, individually and with partners.
- Students are being read to daily. Teachers and other adults will read selected literary pieces to the children to promote motivation to read, to model proficiency and to develop story sense and vocabulary. Teachers continue to read along with the children to develop concepts about print, fluency and phrasing, and to promote reading strategies and skills in context.
- Teachers and students listen to children read so as to practice strategies and skills, and to increase comprehension, including following directions, sequencing, summarizing and drawing main ideas. Teachers also demonstrate methods of accessing and evaluating performance and doing self-checking.

Ample opportunities will be provided for children to read independently so as to stimulate the pleasure in reading and sustain skills in comprehension and vocabulary development. At each grade level, we plan to combine ingredients from many sources, including multicultural literacy materials developed by a host of sources, and the *Recommended Readings in Literature, Kindergarten Through Grade Eight* (California Department of Education, 1996). The goal at each grade level will be to communicate to our students the joys and adventures offered to us through reading. Students will also read each other's written works. They read biographies, National Geographic, poems, current events and sports from local newspapers, E-mail from their friends and information from Internet Search Engines, historian's letters, folk tales, hero stories, lore, and value-raising stories.

LFCS will make extensive use of thematic units in a variety of subjects, i.e. Families, Survival, Government, Progress, the Environment, etc. Each of these units will integrate grade-level language arts concepts with other core subject material. We will continue to update these units, and add more units each year. Our goal is to have significant number of uniform themes that are taught throughout the school year weaving throughout the year the concept of "Big Ideas" that are the unifying factor for the grade level program (*see Appendix B for Big Ideas*).

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Reading skills are applied to other subject areas.

- In mathematics, students apply their reading skills on problems, especially those with multiple ideas. Students interpret orally and discuss math data from graphs, they use language to express mathematical understanding, explain graphs and read solutions to problems.
- In history, students identify important themes in historical literature and integrate historical events with ethical value judgments.
- In science, students must read widely in search of answers to scientific inquiries: reference materials from texts or on-line, trade books, class produced fact pages, and research studies.
- In art, they use vocabularies associated with each of the arts, such as form, texture, tone, color, shading, and symmetry.
- In music, students read excerpts from composers' biographies, artists' diaries. They memorize song lyrics and create their own, dialogues, advertisement logos.

All teachers should participate in mandatory (paid) literacy training so as to implement a consistent program.

All students will be subject to ongoing teacher assessment to determine if they are in need of intervention. LFCS will employ the use of a specialized literacy intervention program to support the students that are having difficulty at each grade level. Our special education resource team will collaborate with the general education teachers and provide them with specially adapted materials when necessary.

Writing

At LFCS there was extensive writing training for staff. A partnership with San Diego State University Profession, Dr. Leif Fearn of the Education College provided extensive training for all teachers over a two year period. Specific goals were developed for every grade level K-8th grade. Over the years this program has morphed from Fearn's method to similar but different programs that continue to engage students in daily writing and expression. Students will write thousands of words, hundreds of sentences including questions and answers, a multitude of stories and book reports, speeches, essays, etc. Teachers will engage students in the following:

- Sentences
- Compound Sentences
- Paragraphs
- Stories
- Book Reports
- Five Stage Writing Process

Writing will be integrated into various subject areas and students will write for a variety of purposes. Students will write number sentences and equations, real life story problems for each, sequential steps for problem solving, and summarize mathematical generalizations. They will organize and record their findings or conclusions and give evidence supporting their conclusions. Students will formulate informal scientific hypotheses. They will outline the steps for the experiment, record observations, summarize finding, and explain conclusions and implications. Students will write about a person's accomplishment and historical events, letters to governmental

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units, prepare posters, outlines and create chronologies. Students will write about the contributions of great creators in the arts and their reactions to various art forms. They will write dialogue for plays and create story captions.

Writing as a process is a must in every classroom. Students will keep portfolios of their written work in electronic form where possible. Student-created books will also be bound and available for shared reading by their classmates or peers in other classrooms when appropriate.

Selected written productions will be shared through oral presentation, news reporting, critiques, interviews, role-playing, announcements, recitals and storytelling.

Spelling

Children's understanding of spelling patterns and rules has an enormous impact on their reading ability. Researchers including Bear (1982; 1991), Gentry (1998), Henderson (1981) Gill (1992) have found a direct correlation between children's spelling and their (1) reading accuracy and fluency, (2) comprehension, (3) articulation, and (4) vocabulary and concept development. LFCS incorporates extensive spelling practice in a school wide consistent program that includes the following:

To promote concept development, our spelling instruction will lead students to discover the recurring patterns of English orthography through:

- Cumulative comprehensive spelling practice tests in each grade-level.
- The practice of the spelling of words based on their sounds that are represented by letters.
- The practice of sound/spelling pattern variations, syllable types, and word structure--inflectional endings, blends, contractions, affixes, and roots.
- The practice of different spelling strategies: word meaning, word usage, dictionary skills, and memorization techniques.
- The utilization of grade appropriate dictionaries in each classroom
- The integration of spelling into other areas of language arts and various curricular subjects.
- Organize school wide spelling bees (or by grade-level)

Mathematics

Elementary school students at LFCS will benefit from training in two approaches – the traditional approach stressing the practice of skills through drills and repetition and integrated math which emphasizes the understand of concepts that underlie the basic math principles.

The main focus will be on first mastering the basic skills. Just like reading, math is a skills-based discipline. In order to do well in higher-level math, the students must acquire an excellent grasp of the basics.

LFCS students will consistently be engaged in experiences that require them to think, to organize, and to apply mathematical learning (e.g. number, patterns, graphing, measurement, statistics, and logic) in accordance with established grade-level standards and benchmarks.

The goal of the LFCS math program is to incorporate the following:

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- A well-structured program with each concept building on the previous concepts.
- A program that stresses a back-to-the-basics approach.
- A program that provides hands-on experiences, which emphasize the students' understanding of mathematical concepts, skills and problem solving strategies.
- A program that allows students to generate and collect data, formulate answers, discuss math strategies and concepts and solve the problems based on those strategies and concepts.
- A comprehensive program that allows student to use math journals, manipulatives, drawing experiences, diagrams, maps, graphs, etc.
- A program that helps students use mathematical concepts to solve real-life everyday problems. This strategy will help students see and appreciate the value of math.
- A program that builds toward future math success.

Although mastering the basic skills is important, our main goal is to have our students arrive at solutions through their ability to reason and think as opposed to their reliance on the memorization of facts and procedures.

Mathematical skills will also be integrated into other subject areas. Students will use language and vocabulary to express mathematical ideas. Related social studies concepts (e.g. measurement of distance) and science (e.g. gravity and weight) are incorporated.

Science

In order to better prepare our students for the challenges of the 21st Century, we have developed a science program that is experiential and rich with content. The classroom is regularly transformed into a working science lab where students can learn important scientific ideas through inquiry and real world investigation. A place where they can make first hand observations of weather and features of the earth (Earth Science), identify and describe physical concepts of force and energy (Physical Science), observe and describe the properties of matter (Chemistry), and identify the characteristics, adaptation of living things (Life Science).

We employ an integrated curriculum that will strengthen the acquisition of content by using the scientific process and connecting ideas across the disciplines of science so learning is more meaningful. We utilize thematic units that will for example address the structure of living things, the properties of matter that they are made of, the many forms of energy that keep them living and animated, the cycle of life and their effect on other life and the environment. Since many of our students are English learners, the use of hands-on science to teach scientific concepts is additionally appropriate.

Social Studies

The Social studies program will provide students with a broad based exposure to the humanities and historical and geographical knowledge so the students will better understand the past, present and future as it relates to themselves and how man has adapted to his place on earth. The integrated study of the social sciences and humanities will promote civic competence. Within the school program we will provide a grade-level coordinated, systematic study of such disciplines as anthropology, economics, geography, history, political science, and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. Through a sequential curriculum which incorporates the concrete and abstract, teachers will build on the student's own

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knowledge to foster cultural literacy, civic responsibility, civic and national pride, and global awareness.

Strategies and techniques used to foster and provide opportunities for students to participate in various types of activities include but are not limited to:

- Living history projects
- Cultural activities
- Community service projects
- Visits to historical sites
- The use of technology to research and present information

The study of social science helps people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The individual disciplines that comprise social science are often taught independently, yet all of these disciplines recognize that they owe much to the others. Students who achieve the standards will have a broad understanding of political and economic systems.

They will better understand events, trends, personalities and movements in local, state, national and world history. They will know local, state, national and world geography. They also will grasp how the concepts of social science can help interpret human actions and prepare them for careers and lifelong learning. Their understanding of our history will enable them to become responsible and productive American citizens.

Technology

Because computer literacy is so crucial in the 21st century, a high value will be placed on this. LFCS will equip each classroom with access to keyboarding and use of a variety of digital devices including tablets, laptops, Ipads and chromebooks. The students will use these tools as a fundamental part of their day. Students will develop their ability to use technology and the internet as a tool for inquiry, observation, and creativity. They will learn keyboard skills, word-processing, multi-tasking, online research skills, and be exposed to digital graphics and excel type software. Online programs and resources will be used regularly to augment our rich school program

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Arts Education

Mission Statement: Our mission is to teach critical thinking, aesthetics, and creative expression through the arts so that our students can positively impact the world around them.

Our Vision:

Nurture

Our team will:

- Create a safe learning environment where creativity is valued.
- Encourage students to see the arts as a means for mindfulness and self-awareness
- Build character by teaching responsibility

Ignite

- Experience the world through exploration of various art forms.
- Connect to the world by becoming more culturally responsive citizens through exposure to the arts.
- Develop a life-long love of the arts and a desire to become patrons of the arts.
- Learn and create habits of artistic behavior.
- Understand the power of the “artist’s voice” and how to recognize their own.

Equip

- Provide students with the knowledge and vocabulary at developmentally appropriate levels so that they can become self-directed artists.
- Use the creative process to help students learn more about themselves and express it through their work.
- Encourage critical thinking through art criticism and self-reflection.

The LFCS development team believes that the arts are an essential component in each child's education and life. And as such, we are patterning our program after the California Public Schools' Visual and Performing Arts Foundation adopted by the California State Board of Education.

The LFCS development team believes that the arts are an essential component in each child's education and life. And as such, we are patterning our program after the California Public Schools' Visual and Performing Arts Framework adopted by the California State Board of Education.

The Framework’s foundational concepts are designed to “provide a portrait of artistic literacy.” These are:

1. *Art as communication:* artistically literate citizens use a variety of artistic media, symbols and metaphors that convey and inform life experience.
2. *Art as creative personal realization:* the arts enable individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.
3. *The arts as culture, history, and connectors:* understanding artwork provides insights into individuals’ own and others’ cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.

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4. *The arts as a means to wellbeing:* artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all the arts.
5. *The arts as community engagement:* artistically literate citizens seek artistic experiences and support the arts in their local, state, national and global communities.
6. *The arts as profession:* professional artists weave the cultural and aesthetic fabric of communities and cultivate beauty, enjoyment, curiosity, awareness, activism, and personal, social and cultural connection and reflection.

LFCS will provide an arts curriculum that supports essential ideas, including sequential knowledge and skills development in the four arts disciplines (dance, music, theatre and visual arts), and across the four arts process components of:

- Creating
- Performing/presenting/producing
- Responding
- Connecting

The Framework provides content goals for each of the four arts disciplines organized by grade-level spans and by the four arts components. It explains how connections to the other arts disciplines and other core subjects, as well as to the community and world of work can enhance an arts education program. The Framework also includes guidelines for planning and assessing an arts program.

LFCS will incorporate into the curriculum the four components of instruction that are identified above and address the “Enduring Understandings” and “Essential Questions” by teaching the anchor standards as listed in the California Visual and Performing Art Standards for each grade level. Students will learn about themselves and their world by expressing their ideas and feelings through drawing, painting, dancing, and other artistic avenues.

LFCS will provide an arts curriculum that supports the ten essential ideas, including sequential knowledge and skills development in the four arts disciplines (dance, music, theatre and visual arts), and across the four arts components of:

- Artistic Perception - the ability to process sensory information through elements unique to the arts.
- Creative Expression - producing works in the arts, either by creating them or by performing original or existing works.
- Historical and Cultural Context - understanding and appreciating the arts in the time and place of their creation.
- Aesthetic Valuing - analyzing, making informed judgments, and pursuing meaning in the arts.

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The Framework provides content goals for each of the four arts disciplines organized by grade-level spans and by the four arts components. It explains how connections to the other arts disciplines and other core subjects, as well as to the community and world of work can enhance an arts education program. The Framework also includes guidelines for planning and assessing an arts program.

LFCS will incorporate into the curriculum the four components of instruction that are identified above: aesthetic perception, creative expression, arts heritage and aesthetic valuing. Students will learn about themselves and their world by expressing their ideas and feelings through drawing, painting, dancing, singing, and playing musical instruments. Students will also apply skills developed in the arts to acquire knowledge in other subject areas.

Our Arts Program will include but not be limited to the following:

1. Support the formation of musical groups.
2. Set up school art Galleries (i.e. auditorium, Pavilion etc.) providing more space for exhibits.
3. Provide more art exposure for all grades.
4. Organize Fall and Spring Arts Festivals and/or Annual Talent Show.
5. Where possible, display students' art at locally.
6. School wide art events like DOT Day and art contests
7. Grade level STEAM synthesized art
8. Formal art education with the designated art teacher

This program is in continuing development as we are able to meet the needs of our students and address the state arts standards and frameworks.

All students K6 receive art instruction weekly: Arts Attack Curriculum, Davis Art resources, Art Everywhere (Harcourt) 7-8 receives art for a 65-minute period weekly: Davis Art resources, Art Everywhere (Harcourt). Along with art work being routinely displayed throughout the school, specific art shows occur for 4th grade in the 3rd quarter. School wide art shows occur at our Spring Open House events as well. 7th grade may also have an art show to display their art work in the 4th quarter of the school year. School wide assemblies occur quarterly for K6 at such time when vocal music is taught and sung, along with music instruction occurring routinely in the classroom by way of song, rap and dance for learning purposes, cultural understanding and educational purpose. Each school site performs a program yearly. This requires all students to participate in learning lines, songs, dance steps, learning how to perform, get on and off stage, use costumes and props. Along with this, our 5th grade hosts an annual "Poetry Gallery" that requires all students to participate in a poetry unit in which they connect text to art, some preform it, other draw or paint and on this evening it's all showcased. 6th grade hosts a "Innovention Night" event that showcases student projects in ancient history by way of the arts, dance, music, writing, foods, costumes, and essay presentations.

The 7th grade "Science Fair" event provides a similar opportunity with the content focus on the sciences with art displayed around campus as a result of students' science findings. Ample other opportunities occur throughout a student's career at LFCS that require performing arts including but not limited to: poetry memorization, report presentations, historical character reports and

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STEAM projects. All develop literacy skills while connecting to the arts in the process. Additionally, annually every grade level has one field trip a year that is specifically designated as the “fine arts” trip which is explicitly for the purpose of allowing students to have access to the professional world of the performing arts. This may be a trip to a museum, a theater production, a musical production including the symphony or opera. Along with this, yearly, LFCS brings performing arts to the schools through assembly programs such as “Poetry Alive”, American Folksingers, Story tellers and historical character reenactments, including Beethoven and Mozart.

Recent School K8 productions: JA – Aladdin, the musical, PA – ABC’s of America, It’s America, LA – We, the People. These are generally staff written and directed.

At the high school: A variety of art and ceramic classes are offered as indicated in our course offering list. This includes standard UC a – g approved courses, as well as, AP art classes, a music class and a theater course. The intention is to build this program as students, staffing and program allow. Additional arts opportunities for our students include: Drama department’s annual production (open to all students to audition) This year’s’ production is the Mouse Trap. Last year was a musical “The Putnam County Spelling Bee “the year prior was the production, “Arsenic and Old Lace”. Our Fine Arts Evening event occurs annually: this allows any student to participate. Students art work is displayed, flat art, photographic arts, 3D art. Our art students also participate in the County Fair Art Display. Performances include musical groups, solos, dancing and mime (all determined on student talent pool and choice).

Additionally, there are some projects that are entire student body participates in like “DOT Day”. This allows all students in some manner to participate. Our School-wide Cultural Fair sponsored by our school DELAC Committee allows multiple opportunities for students to see performances in a variety of cultural arts, dance and music as well as the art of countries around the world.

During our “Celebration Assemblies” it is no uncommon to have student artists perform or display their work.

At graduation our talent showcases, highlights are senior artists. Arts are approached explicitly and implicitly through the standards of artistic expression, creative expression, historical and cultural context, aesthetic valuing and connections, relationships and applications. This model provides subject centered instruction, instruction connecting other disciplines and connecting the arts to other subjects.

Character Education

The California Department of Education has stated the following:

Throughout history thoughtful philosophers and educators have been concerned about the cultivation of character traits and virtues such as honesty, courage, perseverance, loyalty, caring, civic virtue, justice, respect and responsibility, and trustworthiness. The consensus is that these traits (and others like them) are not innate and must be acquired through teaching and practice in the home and in the schools. Traits, or virtues, must be transmitted to be internalized. Children learning these lessons, however, should not behave solely based on a set of principles or

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rules, but rather they must learn to behave with understanding. It is an important function for educators, therefore, to help form children into adults who behave well, who demonstrate good "external conduct," and who understand why that sort of behavior is important.

In developing its character education curriculum, LFCS is utilizing parts of several programs including the following:

Character Counts – series of activities and videos that instruct and demonstrate the attributes of good character.

A variety of materials including Primary Focus, "What do you stand for", as well as teacher made and directed activities and programs and the NED program. Teachers regularly include books and readings that instill the character trait of the month so that students understand what it means to be "xxx". Additionally, an award is given monthly in each class K6 for the students that demonstrates the character of the month. Andy Andrews, *The Junior Traveler's Journey* and other Andrews related resources and Quantum Learnings including 8 Keys and Habits of Highly Effective Teens.

Community Service in Character Education

Community Service will be important to the school philosophy. The promotion of social, political, and moral understanding is fundamental to the experiences that are offered to LFCS students. Students will volunteer to: help those in need, use their own time constructively, contribute to the community and the "greater good", feel better, and embellish and supplement classroom learning.

The essential components of the effective service-learning model are:

- preparation,
- service,
- reflection/evaluation, and
- Celebration/recognition.

Teachers and students begin by conducting research on their community (the school or larger community) to identify community needs; they prioritize to determine areas of greatest need; they select needs they can help meet; they design projects which include any further preparation necessary for meeting the needs selected; they provide service to meet those needs, reflecting throughout the process to create the greatest impact; and then they acknowledge accomplishments and reflect on what was learned that could be applied in other situations.

Effective service-learning programs engage students in action research to identify real community needs and help students design service projects to meet these needs while enhancing student achievement. Service-learning projects can meet diverse student, school, and community needs in social services, the environment, education, and safety.

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Projects that our students have participated have included, but have not been limited to: providing supplies for the military overseas and at home, collecting coins for disaster victims, including 9/11, Afghani children, Tsunami victims, hurricane and tornado victims, collecting food and gifts for needy families, baking goods for seniors, visiting senior homes, and writing notes and cards to soldiers.

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CHARACTER Education and Leadership

LFCS Monthly Character Traits	
September	Responsibility/Respect
October	Courage
November	Trustworthiness
December	Caring
January	Justice
February	Honesty/Love
March	Fairness
April	Hope
May	Citizenship
June	Loyalty

K8 uses monthly character traits to develop character. It is taught both explicitly through lesson and vignette as well as implicitly in our daily lives at school. Our 7-8 Character

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Education/leadership program used the
GIRR program developed specifically for LFCS 7/8th grades:

Gratitude

Integrity

Responsibility

Respect

G.I.R.R.

Objective: Developing character and resilience in a positive affirming manner

The LFCS Junior Academy has launched a new program for our upperclassmen. Students will be able to earn G.I.R.R. tickets throughout the day when they display gratitude, integrity, responsibility, and respect at school. Once a student earns a G.I.R.R. ticket, they will write their names on it and put it in their teacher's G.I.R.R. collection box. Once a week, 20 names will be pulled out of the box and the students whose names are pulled will receive a G.I.R.R. coin that can be used at school in a variety of ways.

Once the names of the 20 weekly winners are pulled, the remaining G.I.R.R. tickets are sent to the office where names will be pulled for larger monthly rewards as well as a lunch reward at the end of each trimester.

Teacher will have additional G.I.R.R. coins that they will be giving to students in their classes as well without needing to have a G.I.R.R. ticket pulled in the weekly drawing



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Expected Learning Results

The foundation of our high school leadership and resiliency program is based on these 5 ESLRS.

The historical figures associated with the trait provide real world examples and allow for a limitless series of opportunities in which these traits are embedded and infiltrated into all things LCHS.

Literate Citizens

Defined as fluency and skilled ability with the written and spoken word as well as technology, mathematics, science, media, history, the arts, and contemporary culture

Big Ideas

Interconnectivity: As literate citizens, students understand that all areas of knowledge are interconnected and therefore actively forge conceptual connections among the academic subject areas.

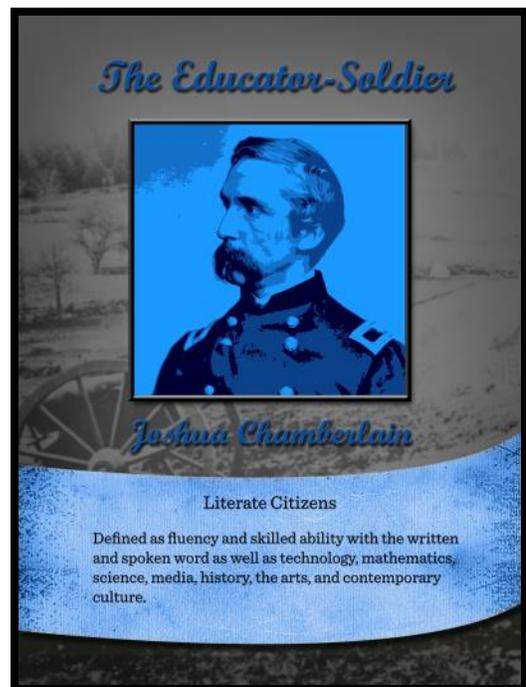
Process: As literate citizens, students understand that becoming literate is a process and therefore use deliberate effective processes to learn.

Integrity: As literate citizens, students understand that the sources of information determine its value and therefore assess the integrity of information.

Perseverance: As literate citizens, students understand that literacy requires perseverance and therefore persist without exception toward the continued and life-long process of attaining and maintaining literacy.

Persona

Joshua Chamberlain: Educator/Soldier



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Responsible Community Leaders

Defined as ethically sound participation in school functions, clubs, and committees as well as voluntary community service that contributes to the success of others

Big Ideas

Interconnectivity: As responsible community leaders, students understand that their actions influence others and therefore ethically serve their communities.

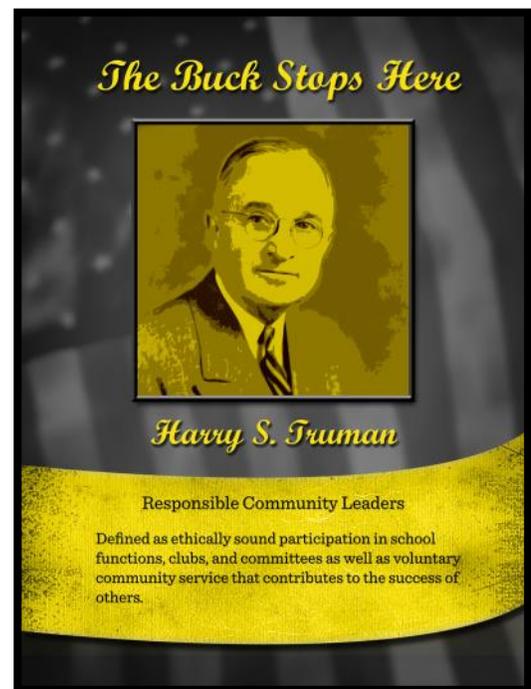
Process: As responsible community leaders, students understand that collective participation entails processes and therefore seeks to use them for the success of others.

Integrity: As responsible community leaders, students understand that leadership requires integrity and therefore act ethically.

Perseverance: As responsible community leaders, students understand that leadership requires perseverance and therefore persist without exception toward the success of others.

Persona

Harry Truman: The Buck Stops Here



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Effective Communicators

Defined as effective communication in distinct situations, solution-and-results-driven involvement in community service, and informed participation in the democratic process

Big Ideas

Interconnectivity: As effective communicators, students understand that effective communication influences the success of community service and their participation in the democratic process.

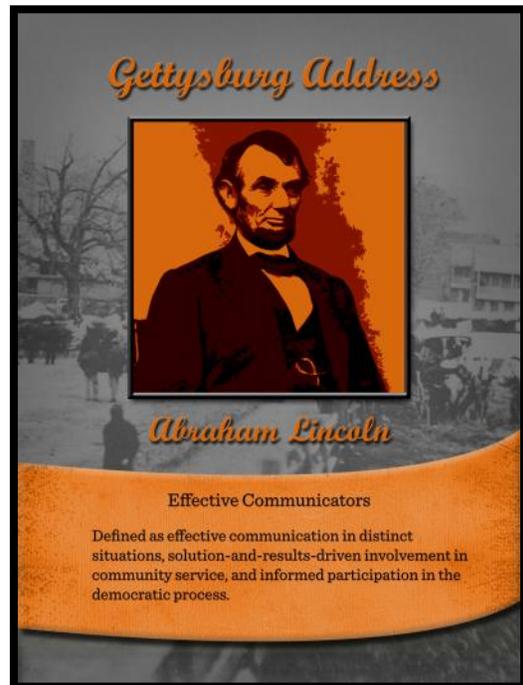
Process: As effective communicators, students understand that effective communication is part of the process of successful civic participation and therefore convey information with an awareness of audience, purpose, and context.

Integrity: As effective communicators, students understand that effective communication rests on the integrity of the message and the messenger and therefore present accurate information upon an ethically sound basis.

Perseverance: As effective communicators, students understand that effective communication requires perseverance and therefore reviews and edits communications in an effort to ensure their proper reception and comprehension.

Persona

Abraham Lincoln: Author of the Gettysburg Address



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Self-Directed Learners

Defined as informed and responsible decision making, successful integration of multiple uses of technology in various contexts, goal-oriented personal pursuits, adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

Big Ideas

Interconnectivity: As self-directed learners, students understand that attaining one's goals is connected to continued learning and therefore embrace a wide array of opportunities to learn within various academic, cultural, social, economic, and technological settings.

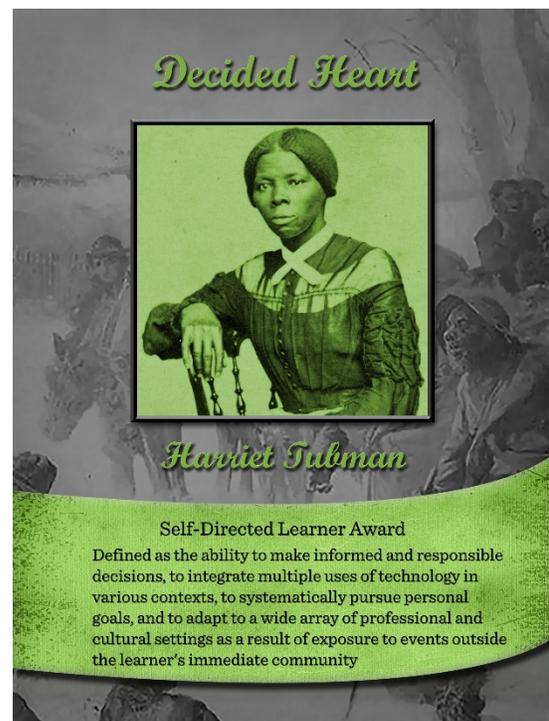
Process: As self-directed learners, students understand that making informed responsible choices is part of the process of reaching one's goals and therefore takes action based on research, analysis, and conviction.

Integrity: As self-directed learners, students understand that the integrity of the learning process influences the attainment of goals and therefore accesses and uses information and technology in an ethical manner.

Perseverance: As self-directed learners, students understand that reaching goals requires perseverance and therefore use challenges and obstacles as opportunities for creative decision making.

Persona

Harriett Tubman: Goal Oriented/Decided Heart



Decided Heart

Harriet Tubman

Self-Directed Learner Award

Defined as the ability to make informed and responsible decisions, to integrate multiple uses of technology in various contexts, to systematically pursue personal goals, and to adapt to a wide array of professional and cultural settings as a result of exposure to events outside the learner's immediate community

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Values-Conscious Thinkers

Defined as the ability to analyze the accuracy and context of information and make decisions consistent with one's analysis and values in order to successfully contribute to family, community (local, national, international), and career.

Big Ideas

Interconnectivity: As values-conscious thinkers, students understand that the quality of their contributions depends on the accuracy and proper use of information and therefore analyzes the sources and context of information.

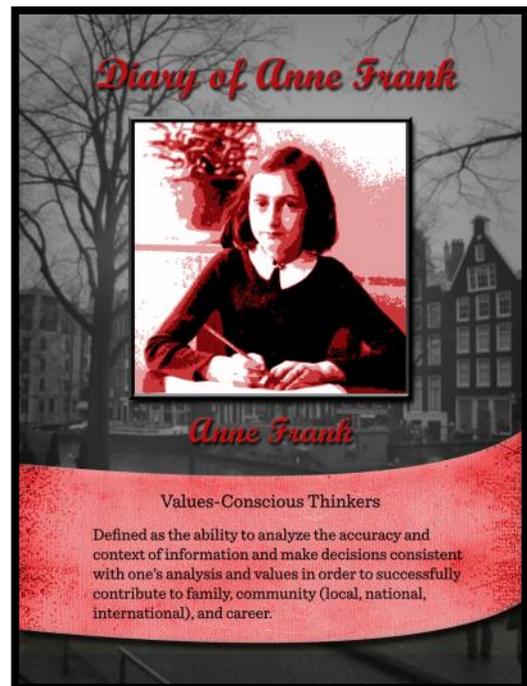
Process: As values-conscious thinkers, students understand that the effective use of information requires a process and therefore blends their analysis with their values in order to shape their actions.

Integrity: As values-conscious thinkers, students understand the importance of the integrity of information and therefore analyze sources and contexts.

Perseverance: As values-conscious thinkers, students understand that positively contributing to family, community, and career requires perseverance and therefore persists without exception toward serving others based on a critical assessment of information.

Persona

Anne Frank: Diary



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High School Leadership Program

One of the distinctives of our high school program is our *leadership program*. This begins minimally in our 8th grade, however, it is specific and direct at the high school level.

This program includes these distinctives:

Students are broken into small groups with a specific teacher. This teacher follows these students all four years of their high school. This allows for strong relationships to develop among the students themselves and with the teacher. This setting provides a safe space where over years, these students bond and build each other. This is done through specific individual group activities, events and projects.

Additionally, at each grade level a specific text is used in developing the student leadership skills as well as their character.

9th Grade Focus – The Eight Keys Program

10th Grade Focus – Career Readiness with a specific set of activities and profile test to help students find their strength and passions as they plan for post high school experiences, be that 4 or 2 year college/university, the job market place, the military or an internship program. Our team works to get financial options available and inform parents and students on the work necessary to achieve their goals.

11th Grade Focus – Research driven project that research individuals in history that have demonstrated and displayed strong leadership and character.

12th Grade Focus – “Seven Habits of Highly Effective Teens”. This text is used in small groups to build resilience in our seniors as they anticipate their life after high school.

Additionally, quarterly, special speakers visit the campus and address all students on a particular relevant topic. These have included, race, hate and bigotry, sex trafficking, the teen age brain and addiction, suicide and emotional health. (a few over the years)

When our students graduate they have had four years of adults speaking into their lives, the feeling of team and connection, the understanding of a doing hard work and completing it, working as a team for a common goal and the need to have discipline and goals in their lives for future success.

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Physical Education

Through participation in physical education, students learn to establish goals and develop the perseverance needed for high achievement and the confidence needed to pursue excellence. Our physical education program will provide a variety of developmentally appropriate activities combined with games and manipulative movements. The following program will be offered as facilities become available.

The Kindergarten program will emphasize development of basic motor skills, including large and small muscle coordination, which correlates to reading and writing skills based on research. The student will have guided instruction, which includes hopping, jumping, skipping, dancing, throwing and catching. They will work with balance beams, hula-hoops, beanbags, balls, etc.

In the primary grades, the students will begin to work with a physical education teacher twice weekly. Students will continue to expand loco motor skills acquired in Kindergarten. Formal team games such as handball, kick ball and soccer will be introduced.

In Grade 4-8, a more intense emphasis will be on ball work, which will lay the foundation for organized team sports in the upper grades. This will include greater eye-hand coordination work.

Overall, besides developing the students' physical health, we want our program to improve social behavior and leadership skills by focusing on group-member skills (e.g. sense of teamwork, importance of rules, sportsmanship). We want our students to realize that failure means there is an opportunity for improvement and is just as important as winning. Students will also participate in the State Physical Fitness program.

Library Science

LFCS has developed a library at the all campuses Primary Academy and at Liberty Academy and just recently at the Junior Academy. Each library is staffed with a resource teacher/librarian that regularly meets with students, teaches library skills and informs on the great books for each age level. Along with being able to check books out in person, student are also able to reserve books online so that as books become available, they are put on "hold" for particular students. Students are able to check out books using our school library and learn the basics of library use, including using a library card and researching a title. Additionally, during library time weekly, students are instructed in the use of the library classification system, using reference materials and doing basic research. Students will come to the library regularly to develop an appreciation for literature and independent reading, and they will check out books on a regular basis. We have been able to expand the number of volumes in the library to include books in Spanish as well as Arabic. Resources in the library will be expanded on an ongoing basis as funds are available. Our library provides a hands-on media-rich learning environment containing adequate print, electronic resources to support the school curriculum and make reading a regular habit. Freedom Academy students are also able to check out books from our school libraries.

A full-time credentialed, computer proficient library/media teacher collaborates in advance to determine themes, related concepts and skills, methods of lesson delivery, resources used,

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questions to be posed to children and research ideas. Library skills will be taught in the context of the curriculum

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English Department

Mission Statement

OUR MISSION:

The broad mission of the English department at LFCS is to equip students in 6th-12th grades with two kinds of literacy necessary in the 21st century -the ability to read, write, and speak with clarity and precision and the ability to participate passionately and responsibly in the life of the community.

The English department at LFCS enables students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, in which all students are held to high academic and behavioral standards, work in collaborative relationships, and perform service to the greater community.

The environment in English and academy classes at LFCS encourages, challenges, and nurtures young adults to be productive, independent thinking, values conscious individuals that understand in order to be successful one must work to participate passionately in their family and community at large.

Individual responsibility and opportunity thrive in the English department at LCHS.

Specific Educational Objectives

1. Enable students with the literacy skills necessary to be academically successful

HOW:

1. All English classes use common core standards in reading, writing, listening, and speaking to guide instruction and measure student growth.
2. English classes are offered at different levels to meet different student needs
 - a. College Prep level classes are offered at every level 9th-12th. Our courses are approved by the UC System and meet requirement “b” for the “a-g” courses.
 - b. At the 9th and 10th grade level, honors classes are offered that are pre-AP in nature and prepare students for taking AP classes in their junior and senior years.
 - c. AP English Literature and Composition is offered in the senior year and AP Language and Composition is offered in the junior year for those who want to build literacy over and above college prep level and be highly prepared for college.

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d. Academy reading and writing classes provide below-grade-level-skilled students with the opportunity to gain high school level skills as quickly as possible. These courses are open entry / open exit with all students working at the level and speed that is appropriate for them.

i. Research-based reading program include: Achieve 3000

f. English Language Learners work within the academy for up to two periods a day to develop specific skills needed to become fluent in English. They also participate in regular classes during the rest of the day that are highly interactive in nature so that students have the opportunity to hear English spoken in many contexts and apply it to physical activity. Progress is carefully monitored in order to place students in the best classes for their best success.

g. Elective classes of creative writing and drama further develop students' literacy skills for those who choose.

3. All classes teach students specific habits of mind associated with our ESLRs in order for students to learn literacy skills as quickly and efficiently as possible.

2. Provide real life learning experience through the community so students develop the connections between real world experiences and school

HOW:

1. Students' high school experience (especially the ESLRs) culminates in the Senior Exhibition. Students work on a real life issue of their choice, researching and developing a project throughout a year-long course and then presenting at the Exhibition.

2. All English courses use nonfiction articles about real world experiences to develop student literacy skills and thinking skills, and to help them connect to literature.

3. Use an assessment system that effectively allows teachers and students to enjoy a positive and productive learning environment

HOW:

1. Reading:

a. Students are assessed upon school entry. All students reading below grade level are assessed in multiple ways: AIMS Web and Achieve 3000.

b. Teachers use pre and post assessments to measure student growth.

c. Literature Circle are used to improve reading ability and engagement through teacher guided group work.

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2. **Writing:**

a. Academy and Freshman use the TDL system and Sophomores - Seniors use Common Core Writing Rubrics as well as the AP writing rubrics to assess writing levels and achievement. Students have the opportunity to receive instruction pertaining to their specific writing level. This means that progress can be clearly monitored and both teacher and student know what to work on next. Students are required to earn scores of 3 or 4 (out of 4) in all three areas (thesis/prompt, development, and language control) in 3 out of the last 5 timed writings in order to move to the next level. (Common core rubric is out of 5)

3. **Listening and speaking:**

a. Socratic seminars form a key component in our program teaching students to listen, ask probing questions, think critically, and to speak with intention. These experiences prepare students for fuller reading and writing experiences. Students set goals, rate themselves and reflect on progress.

b. Public speaking opportunities are given throughout coursework to build students towards success. Students set goals, rate themselves and reflect on progress. The Senior Exhibitions are presented verbally and are judged by a panel.

4. In order to measure student achievement in regards to our **ESLRs**, the English department participates in two ways:

- a. ESLRs are discussed in Socratic Seminars and in regards to the reading.
- b. ESLRs are written about in projects and writing assignments throughout the time. For example, Satire Assignment in Senior English and Freshman Shakespeare Essays requiring students to discuss a character in light of an ESLR.

4. Nurture a spirit of American principles and history are presented through multicultural project oriented and literature based learning

HOW:

1. 9th grade

a. Explores multicultural literature through a variety of fiction and nonfiction texts including *Narrative of the Life of Frederick Douglass*, *An American Slave*. The course focuses on central ideas related to developing character and establishing values by examining and analyzing a variety of perspectives spanning across multiple time periods and cultures. Students build their critical thinking skills by considering the actions of characters

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within various texts and analyzing the ways in which the characters embody values of the ESLRs.

b. Compares the rhetoric of Martin Luther King with the rhetoric of Nelson Mandela exploring the American principles and history represented in their speeches.

2. 10th grade

a. Explores multiple perspectives with novels such as *Animal Farm* and *To Kill a Mockingbird*. These novels are supplemented with pieces of nonfiction that further explore issues that span throughout history and apply to today.

3. 11th grade

a. 11th grade focuses on American literature (*The Great Gatsby*, *The Crucible*, and *The Catcher in the Rye*) as well as many nonfiction texts. The course centers on central ideas related to the American dream and American identity as well as how we grapple with the inherent tensions in an American society. Students sharpen their critical thinking skills and argumentative and analytical writing skills through significant practice.

b. AP Language and Composition focuses on nonfiction and rhetoric. Students examine a variety of non fiction selections spanning the 18th, 19th, 20th, and 21st century. The independent reading program focuses on nonfiction books and American literature. Building their ability to participate in civic discourse occurring throughout our country is an important goal of the course.

4. 12th grade

a. Students encounter literary texts drawn from a variety of cultural contexts and periods, including American authors & thinkers.

b. AP Literature & Composition focuses on college-level reading and writing on fiction texts ranging from the 17th century to the present. Students read and write consistently and at a high level. Some American texts students have access to include *The Things They Carried*, *Slaughterhouse V*, *Grapes of Wrath*, while some American poets we read include Billy Collins, Langston Hughes, Seamus Heaney, and Maya Angelou.

5. Create an excitement and anticipation for learning that will enable students to become disciplined and self-reliant learners

HOW:

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1. **ESLRs:** All of the ESLRs are the behavioral skills that enable students to be successful. In our English classes, teachers explain the “rubber meets the road” concrete behaviors that students need to be successful in the classroom. For example: a Self-directed Learner checks his or her grades on Synergy at least weekly and makes up missing work. Also, an effective communicator talks to parents early on about their school needs so they can be met. As students learn to employ these and other ESLR skills, they grow as disciplined and self-reliant learners.

2. **Socratic Seminars:** These experiences excite students because the questions are open ended and new ideas are explored. Ideas gained from these seminars create intellectual fodder for building well-developed essays and interacting with difficult texts.

3. **Writing Yes Tests and Scoring Guides:** These tools help students to know exactly what to work on in an essay and how to know when they have arrived. Students get excited to see progress as they successfully complete work and move on to the next level. The Yes Tests establish a rigorous standard for all students ensuring quality work from every student. Students often must rewrite and improve their work in order to pass these Yes Tests. This process helps to develop perseverance and grit in our students.

4. **Literature Circle Independent Reading Program:** Students, through self-choice, data analysis, and self-reflection are excited to watch their independent reading experiences grow through Literature Circles. Students who experience this program begin to see themselves as readers in ways they never have before. This is the start of a life-long process.

5. **Classroom activities:** Various projects and activities have stimulating features that build excitement and anticipation in students, as well as develop their personal discipline. For example

a. 9th grade: Students participate in Socratic Seminars and write essays that prompt them to consider the actions of characters and the consequences of those characters’ actions in relation to their own lives through the lens of the ESLRs. Another activity includes students rewriting the ending of Act 1, Scene 1 of *Romeo and Juliet* so that the characters resolve the conflict by the end of the scene in a peaceful agreement rather than a bloody fight.

b. 10th grade: With each of the novels, students engage in discussions that challenge their critical thinking and allow them to dialogue about how the issues of the text relate to their own lives. Students write a research paper on a topic of their choosing.

c. 11th grade: Socratic Seminars & American Poetry Project.

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d. 12th grade: Students participate in improvisational acting and planned scenes to enhance their understanding of literary texts and increase their skills in close reading and analysis. Students also write their own satires in mimicry of classroom examples, and have the ability to choose between a number of creative reading projects.

6. Allow students the opportunities to demonstrate their understanding of our core values in practical situations, developing mature individuals and critical thinkers

HOW:

1. **Respect, Responsibility, and Integrity** summarize the behavioral expectations of the high school and also the English Department. These are taught in the classroom and also through literature (e.g., various assignments during the *Romeo and Juliet* unit in 9th grade)

2. **ESLRs** (Expected School-wide Learning Results) capture the central values of the high school: responsible community leadership, self-directed learning, values-conscious thinking, effective communication, and literate citizenship. Specifics of what these look like are taught and evaluated in the classroom. Students make connections between these values and the behaviors of the characters in the literature they read.

3. **Grit** is developed through having to pass the Writing rubrics (TDL and Common Core), is used as an interpretive lens for literature, and is fostered through the completion of the Senior Exhibition. Academy students develop grit as they work to meet standards in order to exit that program, whether in reading or writing--grit that will serve them well as they push on through their studies in the regular program.

4. **Socratic Seminars:** These experiences provide powerful opportunities for students to learn to think critically about ideas and to relate respectfully with other students.

5. **Literature and essays:** Connections between school values and the literature addressed in class help students to see how these values play out in real life--for better or for worse. Essay writing enables students to develop their thinking about respect, responsibility, integrity, grit, effective communication, self-directed learning, literate citizenship, values-conscious thinking, and responsible community leadership.

7. Inspire community participation and ownership of their future generation

HOW:

1. **Senior Exhibition:** Students seek to learn a skill to use to benefit the community as well as research a community group. Students are judged on their exhibitions by members of the community.

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2. **AP Language and Composition:** This course focuses on enabling students to enter into the national discourse on civic issues. It teaches them to be critical thinkers, readers, and writers of nonfiction.

8. Provide professional development opportunities that ensure Literacy First Charter Schools to have quality programs and stellar teachers

HOW:

- 1) **CAASPP Training:** English Department Head and 11th grade English teacher attended a three day training in Oakland, California to gain insight into improving ELA CAASPP scores. Made a plan within the department to employ interim assessments on a regular basis to prepare, measure and equip students for success on the 11th grade Smarter Balanced ELA assessments.
- 2) **Writing:**
 - a. Provided BY the English department each year: a series of trainings on scoring writing for the whole school to build common vocabulary and to affect writing across the school. Whole school evaluations of writing have continued throughout 2020.
 - b. Provided FOR the English department in 2014-15: 3 period of monthly release time in which we have been able to work on building our writing scoring guides. Although this is not outside professional development, we have been developing our own selves through much research, collaboration, and hard work to create a program that is making a difference in our students' writing.
- 3) **Quantum Learning:** All teachers at LFCS attend Quantum training provided by LFCS and learn how to implement instructional strategies that enhance our classroom environments.

9. Engage the families of our students in the education process by providing regular communication, adult education options, and the sense of “team”

HOW:

1. **Back to School Night and Open House:** Both of these experiences bring parents on campus and into the English classroom where they can connect with the teacher and the experiences their students are having in the English classroom.
2. **Quarterly Parent Conferences:** Students who are at risk meet with parents and teachers to discuss progress to date and a plan for improvement. Meeting together develops a sense of “team.” Students who are successful hold their conference with their parents at home.

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3. **Gradebook:** Detailed grades are available for parents, students and teachers to all view the same thing. This enables parents to know exactly how well their students are succeeding at any time.

4. **Google Classrooms:** All teachers keep websites and list assignments for the use of parents and students alike.

5. **Email and phone calls:** Parents, students, and teachers all communicate as needed. Some even use text and Remind.

6. **Assignments:** Some English assignments encourage parent communication, feedback, or interviews.

10. To operate a fiscally sound and highly successful charter school that benefits all involved.

HOW:

1. Saving money

a. **Textbooks:** All English classes have a set of textbooks for both school and each student has a text to keep at home for the year. This helps save wear and tear and prevent loss because books do not have to go back and forth daily. Additionally, students have access to an online version of the textbook. There are also 2 consumable books that students keep - Close Readers and Performance Assessments - that allow students to write and annotate.

b. **Use of google docs:** Much work is done on google docs so that hard copies are not needed saving on paper and printing

i. Some essays are done on google docs and hard copies are not needed.

ii. Many handouts are shared through google docs or can be downloaded by students or parents from classroom websites.

2. Well-spent money. These items or programs are well-used and worth the investment.

a. The English and Academy computer cart

b. Scantron Performance Series testing (Academy Writing)

c. Literature Circle Novels

d. Achieve 3000 (Academy Reading)

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Social Science

Mission Statement

Mission

The Literacy First Charter School Social Science department is committed to the process of developing creative and independent thinkers by focusing on enduring questions that drive our understanding of history and how past events influence the world we live in today.

Our Objective is...

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of these problem-solving skills.
 - Key Results: Guided Discussion, Historical Research, and Data Analysis.
- To emphasize knowledge and understanding of historical, political, economic, and social issues of our world, our nation, and our community.
 - CNN10, UpFront Magazine (NYT), Enduring Understandings.
- To provide necessary support for the student, we commit to increasing levels of parent engagement, by utilizing interactive websites, and by using technology for direct communication.
 - Google Classroom Guardian, Zoom for student led Conferences
- To challenge all students to become creative and independent thinkers through an emphasis on original source material, evidence based assessments, and student directed learning opportunities.
 - New Visions Curriculum, FRQ's, Presidential Project, Wall Street Survivor, Ancestry Project.

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Mathematics

Mission Statement

Our Mission: The vision of mathematics at Liberty/Literacy is to help develop students that can do and understand mathematics, giving them significantly enhanced opportunities in their future. The goal of the mathematics program at Liberty/Literacy is meant to help ensure equity and excellence in mathematics for all students by utilizing a coherent balanced mathematical curriculum that develops important mathematics along coherent learning progressions and develops connections among areas of mathematical study and between mathematics and the real world. All students have the capacity to become mathematically competent and confident when provided a rigorous and challenging mathematical program supported by high expectations.

As a department, we are deeply committed to these guiding principles:

- All students can and should develop a belief that mathematics is sensible, worthwhile, and doable.
- All students are capable of making sense of mathematics in ways that are creative, interactive, and relevant.
- All students can and should engage in rigorous mathematics through rich, challenging tasks.

Specific Educational Objectives:

1. Students need to accurately explain their reasoning and thinking. Mathematically proficient students communicate verbally, numerically, symbolically, and graphically.
2. Students will construct viable arguments and critique the reasoning of others through problem solving, reasoning, and communication.
3. Students are able to appropriately and strategically use technology tools to calculate, predict, and describe mathematics.
4. Students are able to make sense of problems and persevere in solving them. Purposeful planning is used to make lessons relevant and applicable to real-life situations which allows for students to see the purpose of mathematics and allows for more engagement.
5. Assessments reflect classroom learning. Assessment focuses on problem solving, reasoning, modeling, understanding, and attending to precision, not memory and speed. Students make corrections through reflection in order to better their understanding (failure leads to success!). Frequent assessments, both formative and summative, provide opportunities for feedback and evidence of mastery.

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6. Lessons are created to provide excitement and anticipation for learning by engaging in investigations, reasoning, facilitating meaningful mathematical discourse, encouraging active collaboration, presenting lessons that challenge students at all levels, and seeing the relevance and beauty of mathematics through real life applications. Curriculum is a research based, balanced program including conceptual, procedural, and application content.
7. Teachers ensure an optimum learning environment for every child through, continually developing professional expertise, pursuing collaborative approaches, creating a caring environment, persevering to reach academic proficiency for every child, and facilitating communication among staff, child, family, and the community.
8. We allow students the opportunities to demonstrate their understanding of our core values through projects, providing accountability for deadlines demonstrating responsibility and self reliance , purposefully using collaboration between students to develop leadership and encourage alternative approaches to problem solving.
9. We are inspiring community participation by providing activities that are related to local and current events, as well as creating activities that encourage parent/student engagement at open house.
10. Regular department meetings where current research pedagogy and resources are presented and discussed, as well as provide periodic resources/ peer reviewed journals to evaluate and review current research developments in mathematics teaching and learning.
11. Classroom information is provided on websites for parents to access class assignments and topics, as well as for help in understanding current methodology and extra resources such as videos for support. Periodic parent conferences and available office hours are provided as well.

The mathematics program at Literacy/Liberty is committed to and guided by focusing on the following *NCTM* principles and practices:

Guiding Principles; Principles to Actions

Teaching and Learning: An excellent mathematics program requires effective teaching that engages students in meaningful learning through individual and collaborative experiences that promote their ability to make sense of mathematical ideas and reason mathematically.

Access and Equity: An excellent mathematics program requires that all students have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential.

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Curriculum: An excellent mathematics program includes a curriculum that develops important mathematics along coherent learning progressions and develops connections among areas of mathematical study and between mathematics and the real world.

Tools and Technology: An excellent mathematics program integrates the use of mathematical tools and technology as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking.

Assessment: An excellent mathematics program ensures that assessment is an integral part of instruction, provides evidence of proficiency with important mathematics content and practices, includes a variety of strategies and data sources, and informs feedback to students, instructional decisions, and program improvement.

Professionalism: In an excellent mathematics program, educators hold themselves and their colleagues accountable for the mathematical success of every student and for personal and collective professional growth toward effective teaching and learning of mathematics.

Mathematical Teaching Practices:

Establish mathematics goals to focus learning: Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

Implement tasks that promote reasoning and problem solving: Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.

Use and connect mathematical representations: Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

Facilitate meaningful mathematical discourse: Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Pose purposeful questions: Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

Build procedural fluency from conceptual understanding: Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

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Support productive struggle in learning mathematics: Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

Elicit and use evidence of student thinking: Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

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Science Department *Mission Statement*

The goal of the science department at Literacy First Charter School is to support the school's mission objective of literacy first by developing the leaders of tomorrow through learning responsibility, being self-directed learners, being a value conscious thinker, and by effectively communicating.

The science department effectively teaches through diverse learning practices by following the standards and frameworks as implemented by the state of California through the Next Generation Science Standards (NGSS) and critical thinking skills, creativity, problem solving, collaboration, research, lab work, and the use of technology. Students are engaged in meaningful activities that create a safe environment in which the student is motivated and gains confidence in executing formal and informal communication, both written and oral, while participating in investigations and gathering of data to be presented through various means (data tables, graphs, charts and explanations

The science staff at Literacy First Charter School is diligent and committed in preparing the students for the twenty first century and in inspiring the future scientists of our nation to achieve, to innovate, and to create advancements for current and subsequent generations.

Specific Educational Objectives

1. Enable students with the literacy skills necessary to be academically successful

HOW:

- Use Science notebooks (hard copy or digital) to integrate written communication.
- Use a science standard writing rubric for longer free response questions on assessments
- Teach the accurate and precise language required of scientific writing.
- Teach research skills needed to write research reports and the formatting required.
- Teach non-fiction reading skills for textbook and digital sources (i.e. headings versus sub-headings).
- Teach students outlining skills using science text.
- Students demonstrate oral communication by presenting science projects/lab analysis
- Use of Cornell notes to scaffold information and build on prior knowledge.

2. Develop strong communication and writing skills of each student in order to provide strong lifelong learners and productive citizens

HOW:

- **Communicate** the logical connection among hypothesis, science concepts, experimentation, data collection, and conclusions drawn from the scientific evidence, citing data evidence. Construct scale models, maps, and appropriately labeled diagrams to **communicate** scientific understanding of concepts.

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- **Communicate** the steps and results from an investigation in written and verbal presentations/reports. Students write paragraph-length and research paper-length papers that connect the learning and addresses the essential question of the unit using evidence from labs, summaries, readings, videos, experiments, and discussions gathered during the unit. Students employ the writing process of brainstorming, writing a rough draft, making revisions using peer and teacher feedback, to create a final draft that is evaluated using the common core standards writing rubric for informative essays.
- Students regularly participate in science socratic seminars to enable students to critically think for themselves and seek deeper understanding of complex ideas through rigorous and thoughtful dialogue. Dialogue focuses on current issues raised in texts from digital and hard copy articles, videos, and government policies.
- 3. Equip students with basic and fundamental math, science and technology concepts upon which future educational success is determined

HOW:

- Create a digital presentation, comparing the parts of a cell to a city, and writing a research report on the structures and functions of cells.
 - Create a model of a DNA molecule.
 - Research a male and female superhero. Analyzing their “super traits” in terms of phenotype and genotype and creating a possible “super baby” in a written report.
 - Create a paper model of human body systems.
 - Study the properties of light by dissecting and studying a cow eye.
 - Create a scaled geologic timeline.
 - Use technology as a tool to demonstrate science concepts/knowledge using digital presentation tools, and Google drawings, and CK12.org interactive textbooks.
 - Lab work includes use of probes, computers, science calculators, and standard lab equipment.
 - Students participate in building Newton Scooters, trebuchets, designing working models all of which implement mathematical principles.
 - Engage in science and engineering practices through the design, evaluation, and refinement of a better erosion control method as a solution to reduce the problem of erosion and the impacts of human activities on the environment.
 - Students regularly read, graph, and analyze real data from current scientific research studies to evaluate the evidence for the claims made and offer new questions and data needed as part of the ongoing science process.
4. Provide real life learning experience through the community so students develop the connections between real world experiences and school

HOW:

- Complete a community service project related to the field of research in the current unit of teaching.
- Host guest speakers, such as parents, who work in science or health fields.

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- Invite presenters from the Watershed program to do a hands on activity with models of erosion, deposition, and the effects of pollution on our ecosystem.
- 5. Use an assessment system that effectively allows teachers and students to enjoy a positive and productive learning environment

HOW:

- Use both tests and student projects to assess student learning.
- Use the Prentice Hall test generator to create unit tests.
- Biweekly quizzes used as formative assessments.
- Weekly reading, vocabulary, and written response homework.
- Provide opportunities to retake at least one assessment to show mastery if needed.
- Assessment format varies from computer based to written, utilizing Illuminate as the online testing method.
- Use detailed rubrics for science projects.
- Provide study guides for science tests.
- Use formative assessment techniques/analysis to identify student misconceptions in order to provide specific learning experiences that will enable students to construct more accurate understanding of those concepts.
- Use of reflective notebook summaries and conclusions to assess student critical thinking skills and understanding of concepts taught in class.
- 6. Nurture a spirit of patriotism as American principles and history are presented through multicultural, project oriented, and literature based learning

HOW:

- Highlighting the accomplishments of American scientists, such as those involved in scientific accomplishments.
- Creation of science boards in hallways that promote science examples and illustrations of high school ESLRs and scientific accomplishment that support American principles and history.
- 7. Create an excitement and anticipation for learning that will enable students to become disciplined and self reliant learners

HOW:

- Create excitement and anticipation for learning with hands-on activities, labs, models, and reports. For example, students build DNA models, experience dissection labs using seeds, flowers, and frogs, integrate computer technology to create a digital animation of the cell cycle. Students design, conduct, and present their own experiments using the scientific method.
- Students will conduct chemistry experiments, learn lab safety rules and procedures, build models showing principles of physics, and studying mathematical concepts as they create methods of demonstrating knowledge.

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- Student will follow said procedures in a safe routine with guidelines clearly known and understood.

8. Allow students the opportunities to demonstrate their understanding of our core values in practical situations, developing mature individuals and critical thinkers

HOW:

- Students discuss the ethical issues in controversial topics such the developing field of genetics, the use of recyclables, how to dispose of e-waste, the use of fossil fuels compared to renewable energy, and the laws of conservation of mass.
- Use critical thinking to analyze scientific evidence and claims.
- Use critical thinking in class discussions of the nature of science.

9. Inspire community participation and ownership of their future generation

HOW:

- Recycle in all classrooms.
- Complete a community service project to commemorate Earth Day.
- Volunteer in a food drive or giving opportunity.

10. Provide professional development opportunities that ensure Literacy First Charter Schools to have quality programs and stellar teachers

HOW:

- Attend workshops in the area of teachers' disciplines
- Share and use the strategies and materials from unprecedented workshops with all teachers
- Continue to give teachers the privilege, as well as the liberty, to have the freedom to make choices and changes in the curriculum as well as the programs that are implemented by administration
- Provide time for grade level teams to meet
- Provide time for subject area teachers from grades 6- 12 to meet to discuss subject matter and share ideas
- Read books in our field of discipline to bring in fresh ideas and techniques
- Create a brain compatible classroom
- Stay current on technology to enhance classroom experiences; seek out opportunities for growth.
- Use Quantum Learning techniques and strategies for classroom management

11. Engage the families of our students in the education process by providing regular communication, adult education options, and the sense of "team"

HOW:

- Provide meetings with parents, students, and teachers throughout the school year to check on the academic progress
- Projects that encourage family involvement and the DNA 3-D model, and atom 3-D model.

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- Provide access to student grades through use of online sources.
 - Provide regular communication through phone calls, e-mail; remind texts and personal contact with parents
 - Include parent volunteers in special classroom projects and field trips
 - Invite parents who are science or health professional to be guest speakers in science class
 - Invite parents to assist with science labs
 - Make connections in the pick up line after school.
12. To operate a fiscally sound and highly successful charter school that benefits all involved.

HOW:

- By being conscientious and prudent in the handling and distribution of school materials, for example, not ordering in excess of consumables, books, and other necessary miscellaneous items
- Seeing that all technological equipment, such as computers, and projectors are gingerly handled
- Students are held responsible to see that their copied papers are not lost, so as not to continually make more copies or provide digital copies when it is feasible.
- Teacher materials not being used can be handed down to other instructors
- Students are taught how to handle school equipment and school materials

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Language Support Program

Mission Statement

The mission of the Language Support Team is to make sure that all students who are identified as having any amount of exposure to a second language are known, and are given academic support that matches their ability level.

How do we *know* our LS students?

LS students are identified by the Home Language Survey, or by LFCS staff. Once identified, each of our LS students will then be given an initial state test that identifies them as either an “Active” or “Inactive” LS student.

The LS team, classroom teacher, and campus Principals know the names, faces, and ability levels of each LS student as determined by state testing, and classroom data.

How do we *support* our LS students?

We use assessments taken by the student and classroom teacher observations to determine their ability level and use specialized teaching strategies and curriculum to meet their academic needs at their level. Constant monitoring of the LS student by their classroom teachers allow for us to differentiate the support being provided year around. Our LS program is rigorous and academically challenging.

When does *LS* happen?

Depending on the student’s ability level LS might be ‘invisibly’ woven into the regular school day, it may be part of a special rotation during the school day, it may occur as a small group pull-out, it may be part of a program known as ‘The Academy,’ it may be minutes additional to the school day, or it may be a combination of these.

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Liberty Charter High School Course Offerings in Brief

More extensive syllabi are available online or upon request. Additional courses are developed and/or offered as interest, staffing, need and resources are available.

<i>LCHS Course Name</i>	UC a-g	<i>Course Description: all courses are year-long earning 10 credits unless otherwise specified</i>
Standard English 1 and 2	b	9 th grade English course for students reading and/or writing between a 6 th and 8 th grade level
College Prep English 1 and 2	b	9 th grade English course for students reading and writing at grade level
Honors English 1 and 2	b	9 th grade English course for students reading and writing above grade level or for those at grade level who want preparation for AP English courses
Standard English 3 and 4	b	10 th grade English course for students reading and/or writing between a 6 th and 8 th grade level
College Prep English 3 and 4	b	10 th grade English course for students reading and writing at grade level
Honors English 3 and 4	b	10 th grade English course for students reading and writing above grade level or for those at grade level who want preparation for AP English courses
Standard English 5 and 6	b	11 th grade English course for students reading and/or writing between an 8 th and 10 th grade level
College Prep English 5 and 6	b	11 th grade English course for students reading and writing at grade level
AP English Language and Comp.	b	Advanced Placement English Language and Composition course intended to be taken as an 11 th grade English course.
Standard English 7 and 8	b	12 th grade English course for students reading and/or writing between an 8 th and 10 th grade level
College Prep English 7 and 8	b	12 th grade English course for students reading and writing at grade level
AP English Literature and Comp. 1 and 2	b	Advanced Placement English Literature and Composition course intended to be taken as a 12 th grade English course.

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More extensive syllabi are available online or upon request. Additional courses are developed and/or offered as interest, staffing, need and resources are available.

Standard Math Foundations 1 and 2		Mathematical concepts from 1 st to 3 rd grade
Standard Math Literacy 1 and 2		Mathematical concepts from 4 th to 6 th grade
Standard Pre-Algebra 1 and 2		Basic algebraic concepts in preparation for the Integrated Mathematics I course
CP Integrated Mathematics I 1 and 2	c	The complete year of Integrated Mathematics I
CP Integrated Mathematics I with Tutorial 1 and 2	c	The complete year of Integrated Mathematics I with an extra module of support and instruction
CP Integrated Mathematics II 1 and 2	c	The complete year of Integrated Mathematics II
CP Integrated Mathematics II with Tutorial 1 and 2	c	The complete year of Integrated Mathematics II with an extra module of support and instruction
Honors Integrated Mathematics II 1 and 2	c	The complete year of Integrated Mathematics II with added conceptual depth
CP Integrated Mathematics III 1 and 2	c	The complete year of Integrated Mathematics III
Honors Integrated Mathematics III 1 and 2	c	The complete year of Integrated Mathematics III with added conceptual depth
CP Pre-Calculus 1 and 2	c	A year of introductory calculus concepts
Honors Pre-Calculus 1 and 2	c	A year of introductory calculus concepts with added conceptual depth
Financial Literacy 1 and 2	c	A year of consumer mathematics
AP calculus AB 1 and 2	c	The Advanced Placement calculus AB course
AP Statistics 1 and 2	c	The Advanced Placement statistics course provided through Fuel Education's online curriculum
College Prep world geography	a	A 9 th grade course investigating the relationship between people and their environment and is half a

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		year course worth 5 credits. It is paired with the Technology I course.
AP human geography 1 and 2	a	The Advanced Placement human geography course
College prep world history 1 and 2	a	A world history course (1400 – present) designed for 10 th grade students reading between an 8 th and 10 th grade level.
AP world history 1 and 2	a	The Advanced Placement world history course
College prep US history 1 and 2	a	A US history course (1865-present) designed for 11 th grade students reading and writing at grade level
AP US history 1 and 2	a	The Advanced Placement US history course
College prep government	a	A half year course designed for all 12 th grade students covering the essentials of the American system of government earning 5 credits
AP US government and politics	a	The Advanced Placement US government and politics course. This is half a year course worth 5 credits.
College prep economics	g	A half year course designed for all 12 th grade students covering the essentials of micro and macro-economics earning 5 credits
Physical science 1 and 2	d	This laboratory science course covers introductory physics
Standard life science 1 and 2	d	This laboratory science course covers introductory biology
College Prep biology 1 and 2	d	This laboratory science course covers cellular biology, anatomy, and other more advanced biological topics than the life science course.
Honors chemistry 1 and 2	d	This laboratory science course builds upon the college prep biology course where students learn chemical properties and mechanisms.
AP physics I 1 and 2	d	The Advanced Placement algebra and laboratory based physics course
Earth science 1 and 2	d	This laboratory science course covers weather, soils, astronomy, climate and other earth science topics.

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College prep art I 1 and 2	f	This course requires students to produce and analyze art based on understandings of the basic elements of artistic expression
College prep art II 1 and 2	f	This course expands the requirements of the art I course by adding art history and more complex elements of artistic expression
AP studio art 2-D 1 and 2	f	The Advanced Placement studio art course of two dimensions
College Prep Spanish 1 and 2	e	This is the first year Spanish course
College Prep Spanish 3 and 4	e	This is the second year Spanish course
College Prep Spanish 5 and 6	e	This is the third year Spanish course
AP Spanish language 1 and 2	e	This is the Advanced Placement Spanish language course
Physical education 1 and 2		A standards based rigorous PE course required of all 9 th and 10 th grade students or until they pass the CA fitness exam
Senior exhibition 1 and 2		A course required for all seniors where they receive time and support to produce an original work of scholarship and present their findings to a panel of community members
Student government 1 and 2		A course where students learn how to lead their peers and where they carry out their student government duties
Study Skills 1 and 2		This course is designed to give students time during the school day to complete homework, receive tutoring, and access technology. This is a non-credit course.
Yearbook 1 and 2		This course provides students the time and guidance they need to produce a quality yearbook.
Poetry and creative writing 1 and 2		This course requires students to produce original works of poetry and fiction.
Gardening 1 and 2		This course requires students to maintain and expand our school garden.
AP support 1 and 2		This course provides students in AP classes with extra time during the school day to develop the

Appendix C

		knowledge , writing skills, and test taking skills required to pass their AP exams. This is a non-credit course required for all 9 th through 11 th grade students in any AP course.
Life skills 1 and 2		This half year course requires students to gain proficiency in budgeting, interviewing for jobs, cooking, basic home repair, and basic car maintenance and repair. It earns 5 credits.
Internship		This course requires students to complete a financial literacy course, produce a resume, secure an internship, complete 27 hours of work at their internship, and complete a journal of their work experience. It is worth 5 credits.
Drama 1 and 2	f	In this course, students learn the basics of acting and stage production. Participation in a spring drama production is required.
Teacher's Aide 1 and 2		In this course, students perform routine non confidential duties of teachers and staff. This earns 2.5 credits per semester.
Reading Fluency 1 and 2, 3 and 4, 5 and 6		This course helps students reading below an 8 th grade level to reach grade level fluency
Reading comprehension 1 and 2, 3 and 4, 5 and 6		This course helps students reading below an 8 th grade level to reach grade level comprehension
Writing 1 and 2, 3 and 4, 5 and 6		This course helps students writing below an 8 th grade level to reach grade level writing proficiency
Technology I		This half year course introduces students to the MS Office suite, online navigation and research, basic coding, Google docs, and internet safety.
AP computer science A 1 and 2		This is the Advanced Placement Computer Science A course
AP computer science principles 1 and 2		This is the Advanced Placement Computer Science Principles course

Appendix C

Liberty Charter High School Diploma Options

Advanced Academic Diploma for competitive admission to UC schools and their equivalent

Subject	Credits	Subject	Credits
UC “b” English	40	UC “a” World History	10
UC “c” Mathematics	40	UC “a” US History	10
UC “d” Life and Physical Science	30	UC “a” American Government	5
Technology	10	UC “g” Economics	5
UC “f” Art	10	Physical Education	20
UC “e” Foreign Language	30	Electives	10
UC “a” Geography	10	Senior Exhibition*	10
		Total:	240

Any “a-e” UC approved course taken beyond the minimum required by the UC also meets the “g” requirement.

Any course taken in excess of the graduation requirement counts as elective credit.

This diploma option exceeds the minimum UC a-g requirements.

Academic Diploma for general admission to UC and CSU schools and their equivalent

Subject	Credits	Subject	Credits
UC “b” English	40	UC “a” World History	10
UC “c” Mathematics	30	UC “a” US History	10
UC “d” Life and Physical Science	20	UC “a” American Government	5
Technology	10	UC “g” Economics	5
UC “f” Art	10	Physical Education	20
UC “e” Foreign Language	20	Electives	20
UC “a” Geography	10	Senior Exhibition*	10
		Total:	220

Appendix C

Any “a-e” UC approved course taken beyond the minimum required by the UC also meets the “g” requirement.

Any course taken in excess of the graduation requirement counts as elective credit.

This diploma option meets the minimum UC a-g requirements.

General Diploma for admission to community colleges and the workforce

Subject Credits	Credits	Subject	
English	40	UC “a” World History	10
Mathematics	20	UC “a” US History	10
Life and Physical Science	20	UC “a” American Government	5
Technology (practical art)	10	UC “g” Economics	5
UC “f” Art or Spanish (fine art)	10	Physical Education	20
UC “a” Geography	10	Electives	30
UC “c” Algebra I or II	10	Senior Exhibition*	10
		Total:	210

Any “a-e” UC approved course taken beyond the minimum required by the UC also meets the “g” requirement.

Life and physical science requirements can be met by UC and non UC approved science courses.

Any course taken in excess of the graduation requirement counts as elective credit.

Basic Diploma for admission to community college and the workforce

Subject Credits	Credits	Subject	
English (Gen Ed)	20	World History (ELD)	10
Academy Reading and Writing	20	US History (ELD)	10

Appendix C

Life and Physical Science (ELD)	20	UC “a” American Government	5
Technology (practical art)	10	UC “g” Economics	5
UC “f” Art or Spanish (fine art)	10	Physical Education	20
Mathematics	20	Electives	40
UC “c” Algebra I or II	10	Senior Exhibition*	10
Total:			210

Students must be designated EL or SPED to be eligible for this diploma.

In addition to the above requirements, students must complete the Academy program to earn this diploma.

Students may replace an ELD course with a CP course to meet the given requirement.

Any course taken in excess of the graduation requirement counts as elective credit.

*In order to earn a LCHS diploma, graduate from LCHS, participate in the graduation ceremony, students must pass Senior Exhibition with integrity.

Appendix C

*Literacy First Charter Schools Response to Intervention
Multitiered System of Intervention
School Interventions Prior to Special Education Referral*

Rtl Information for [REDACTED]

AID Entered By: [REDACTED]

AID Entry Date: [REDACTED]

Rtl Tier: K

Area of Concern: Academic Need:

Baselines/Supporting Data: Data

AIMSWEB Scores

Oral Reading:

MAZE:

Math Computation:

Math Concepts and Applications:

Letter Name:

Letter Sound:

Nonsense Word:

Phoneme Segmentation:

Oral Counting:

Missing Number:

Number Identification:

Quantity Discrimination:

Informal/Formal Assessments:

Observations:

Outcomes of Previous AID

Has the student previously had an AID? No

Proposed Interventions

Implementation Date: 01/15/2021

AID Renewal Interval: 6 Weeks

AID Renewal Date: 02/26/2021

Classroom Accommodations:

Intervention 1

APPENDIX D

Freedom Academy

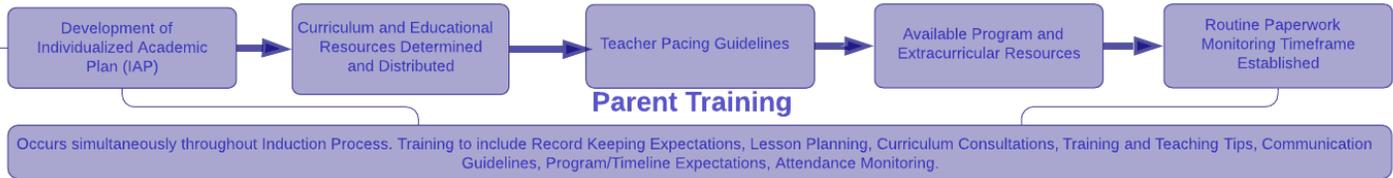
Appendix D

LFCS Freedom Academy Independent Study Program Academic Progression Flowchart

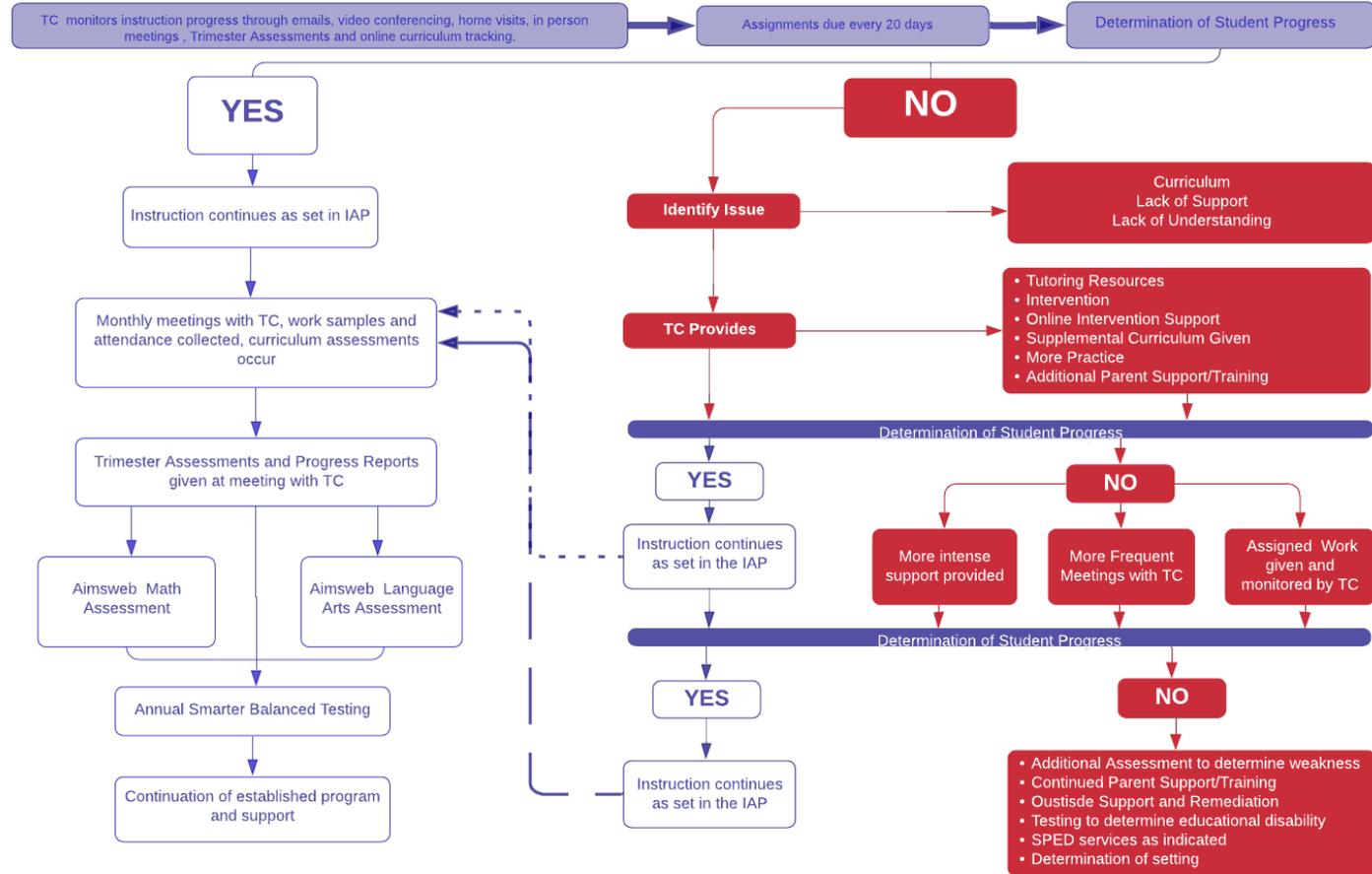
Enrollment Process



Standard Induction Process



Instruction Commencement Flow



Appendix D

**Literacy First Charter Schools
FREEDOM ACADEMY
Individualized Academic Plan/Master Agreement**

Student Name:
Student Number:
Address:
Phone Number:
Email:
DOB:

Contract Term: Full Year
Beginning Date: 9/8/2020
End Date: 6/18/2021
School Year: 2020-21
Grade Level:

Program Placement: Freedom Academy

We the undersigned agree with the following terms and conditions:

Meetings: Students are required to report to their Teacher Consultant as scheduled:

Manner of Reporting: one on one

Time:

Day:

Frequency: no less than every 20 days

Location: school office

Objectives: The student will complete the required courses listed below and that course/subject objective reflect the curriculum adopted by the Literacy First Charter Schools governing board and are consistent with LFCS school standards, as outlined in the LFCS program and state standards. Attendance Summaries, Work Summary forms and Work Samples, will include additional information and the major objectives and activities of the courses of study covered by this agreement, including the evaluation of student work.

Math

Language Arts

Science

Social Studies

Physical Education

Method of Study:

- Independent Reading
- Problem Solving
- Online Activities
- Writing
- Research Projects
- Review Projects
- Textbook Activities

Appendix D

- Memorization

Specific Resources: Freedom Academy will provide appropriate services and resources to enable students to complete the assigned work in accordance with Education Code 51746. Specific resources available will include.

- Community Resources
- Consumable Books
- Textbooks
- Online Resources
- Software Programs
- Technology
- Hand on Kits
- Elective Classes
- Subscription

Method of Evaluation: Academic evaluation of student work and progress will occur in the same manner and frequency as utilized in the traditional classroom for similar work. Methods that will be used include:

- Curriculum Tests
- Student Conference
- Student Observation
- State Tests
- AimsWeb
- TC made tests

Additional Classes: As the curriculum and program dictates, additional subjects, projects and programs may be added or developed and indicated with an attached addendum.

Appendix D

Student Name:

Student Number:

Address:

Contract Term: Full Year

Beginning Date: 9/8/2020

End Date: 6/17/2021

Phone Number:

Email:

DOB:

Grade Level:

Program Placement: Freedom Academy

School Year: 2020-21

We the undersigned agree with the following terms and conditions:

- The purpose of this agreement is to enable the student to successfully meet the objectives and complete coursework assignments as outlined by their curriculum, CA Content Standards and/or individualized Work Summaries.
- According to charter school policy for independent study, no more than 20 school days may pass between the date the assignment is made by the teacher and the day it is due, unless an exception is made between the student and Teacher Consultant in accordance with the Parent Handbook.
- LFCS Freedom Academy will provide reasonable access to necessary materials and curriculum to complete assignments and course work.
- LFCS Freedom Academy is a public charter and therefore can only provide non-sectarian curriculum that is aligned with the CA Content Standards. Sectarian curriculum will not be provided or considered an acceptable assigned work sample.
- The student and parent agree to meet with the assigned Teacher Consultant according to the date, time, frequency and location specified in the Master Agreement in order to submit assignments and report progress.

Student Responsibilities:

I understand and agree to the conditions listed with Educational Code Section 51747:

- Independent study via Freedom Academy is an optional educational alternative that students/parents voluntarily select including students covered under California Education Code Sections 48915 and 48917.
- This agreement is valid for the school year indicated on the attached Master Agreement.
- By entering LFCS Freedom Academy, I have not waived my rights as a student and I am entitled to all Charter School services and resources.
- No more than 20 school days may pass between the date the assignment is made by the teacher and the day it is due, unless an exception is made between the student and Teacher Consultant in accordance with the Parent Handbook.

Appendix D

- An accumulation of 3 missed assignments or meetings will result in an evaluation to determine whether independent study is an appropriate educational strategy.
- I will complete all course work required according to my curriculum and CA Content Standards and achieve progress on these standards as measured by Methods of Evaluation specified in the attached Master Agreement.
- I will strive for perfect attendance at all scheduled meetings and complete all work as agreed upon.
- I will provide necessary evidence of completed course work as requested by my Teacher Consultant.
- This contract will remain intact unless modified with student, parent and teacher approval.

Parent Responsibilities:

I understand and agree to the conditions listed with Educational Code Section 51747:

- I will participate with the Teacher Consultant in the development of the student's learning plan and course work.
- I am responsible for the daily monitoring of subjects studied with scheduled monitoring by the Teacher Consultant.
- I will provide an appropriate environment for the child's study space and provide a study schedule which will support the student's learning plan and course work.
- I will meet with the Teacher Consultant no less than once per Attendance Period..
- An accumulation of 3 missed assignments or meetings will result in an evaluation to determine whether independent study is an appropriate educational strategy.
- I am liable for the cost of replacement or repair of any damaged or lost resources, computers or school property.
- I understand it is my responsibility to provide transportation for myself and my child to all scheduled meetings.
- I acknowledge that all learning resources used, print, non-print, technical, etc. are the property of the school and all materials must be returned to the school upon proper notice or exit of the program.
- I will maintain the Attendance Summary and Work Summary on a routine basis.
- My student may not be enrolled in another public school program while enrolled in Freedom Academy.
- I have the right to appeal any decision about my child's placement in accordance with LFCS policies and procedures.
- If my child has an Individualized Education Plan (IEP), the IEP must specifically provide for enrollment in an independent study program.

School Responsibilities:

- Assignments and course work will be developed by the Teacher Consultant, in collaboration with the parents and student as indicated by Ed Code: 51747.5.
- The Teacher Consultant will evaluate complete work in a timely manner.
- The Teacher Consultant will notify the parent and student of the academic credit granted for the work completed.
- Freedom Academy will provide reasonable access to and loan appropriate learning resources needed to complete assignments which directly relate to the student's assignments and course work goals.

Appendix D

- The Teacher Consultant will assess the student’s academic progress and modify curriculum as necessary to meet school guidelines.
- Freedom Academy will administer state mandated tests as required.
- Freedom Academy will maintain records of credits for each subject earned by students, based on the work successfully completed.

Signatures and Dates: Our signatures below indicate that we are voluntarily participating in the establishment of this agreement with LFCS Freedom Academy, and that we understand the terms of this agreement, and agree to all provisions set forth.

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Teacher Consultant: _____ Date: _____

Other: _____ Date: _____

- independent study is an appropriate educational strategy.
- I am liable for the cost of replacement or repair of any damaged or lost resources, computers or school property.
- I understand it is my responsibility to provide transportation for myself and my child to all scheduled meetings.
- I acknowledge that all learning resources used, print, non-print, technical, etc. are the property of the school and all materials must be returned to the school upon proper notice or exit of the program.
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- My student may not be enrolled in another public school program while enrolled in Freedom Academy.
- I have the right to appeal any decision about my child’s placement in accordance with LFCS policies and procedures.
- If my child has an Individualized Education Plan (IEP), the IEP must specifically provide for enrollment in an independent study program.

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Student: _____

Date: _____

Parent/Guardian: _____

Date: _____

Teacher Consultant: _____

Date: _____

Other: _____

Date: _____

Appendix D

LFCS- Freedom Academy Monthly Concepts Log

Student Name(s):

Attendance Period 2

Month	Concepts Taught (Please list specific skills learned, not lesson or numbers)	Instruction Type(s): 1- In Person (parent, independent, other teacher) 2 - Live Online Teacher 3 - Pre-recorded Video Lesson
Math		
Language Arts		
Science		

Appendix D

Social Studies		
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What overall concepts did you cover in **PE** this Attendance Period?

LFCS- Freedom Academy Monthly Concepts Log

Student Name(s):

Attendance Period 2

If you are taking an **Elective**, what overall concepts did you cover this Attendance Period?

What is something that you are proud of this Attendance Period?

What is a skill or topic that you plan to work on in the upcoming Attendance Period?

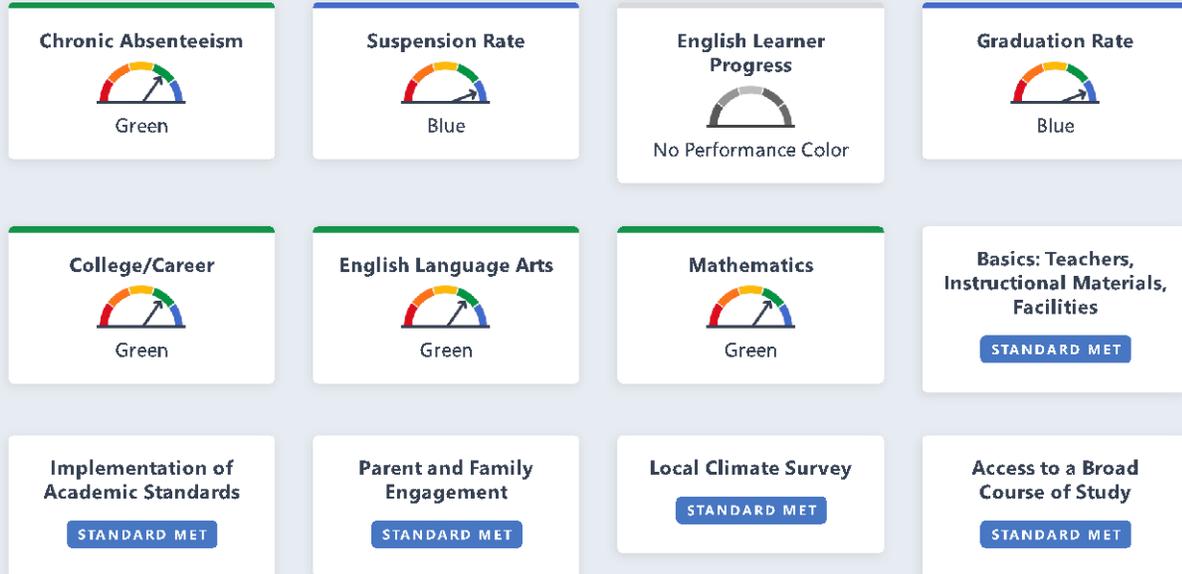
APPENDIX E
Assessment Data

Appendix E

SCHOOL PERFORMANCE OVERVIEW

Literacy First Charter

Explore the performance of Literacy First Charter under California's Accountability System.



School Details

Optional Narrative Summary

Completed By Literacy First Charter

Literacy First Charter Schools is located in East San Diego County, we serve 1,782 students. The school is located at four separate sites, serving a diverse population, reflective of the communities we serve, of students K-12th grade. Our mission is to nurture the whole child, ignite a passion for literacy within our students and equip them to effectively participate in their community.

NAME

Literacy First Charter

ADDRESS

799 East Washington
Avenue
El Cajon, CA 92020-5327

WEBSITE

<http://www.lfcsinc.org>

GRADES SERVED

K-12

LITERACY FIRST CHARTER

Student Population

Explore information about this school's student population.

Appendix E

Enrollment 1,678	Socioeconomically Disadvantaged 40.8%	English Learners 31.3%	Foster Youth 0.3%
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LITERACY FIRST CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

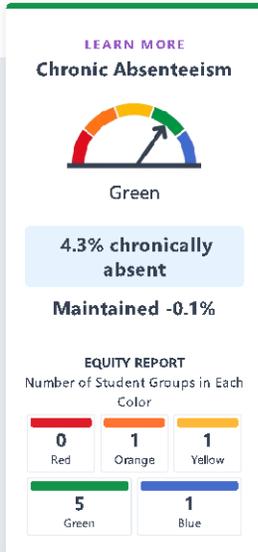
<p>LEARN MORE English Language Arts</p>  <p>Green</p> <p>45.7 points above standard Declined 12.9 Points ▼</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <table border="1"> <tr> <td>0 Red</td> <td>1 Orange</td> <td>0 Yellow</td> </tr> <tr> <td>5 Green</td> <td>1 Blue</td> <td></td> </tr> </table>	0 Red	1 Orange	0 Yellow	5 Green	1 Blue		<p>LEARN MORE Mathematics</p>  <p>Green</p> <p>27.7 points above standard Declined 13.2 Points ▼</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <table border="1"> <tr> <td>0 Red</td> <td>1 Orange</td> <td>1 Yellow</td> </tr> <tr> <td>4 Green</td> <td>1 Blue</td> <td></td> </tr> </table>	0 Red	1 Orange	1 Yellow	4 Green	1 Blue		<p>LEARN MORE English Learner Progress</p> <p>67.2% making progress towards English language proficiency</p> <p>Number of EL Students: 375</p> <p>Progress Levels</p> <table border="1"> <tr> <td>Very High = 65% or higher</td> </tr> <tr> <td>High = 55% to less than 65%</td> </tr> <tr> <td>Medium = 45% to less than 55%</td> </tr> <tr> <td>Low = 35% to less than 45%</td> </tr> <tr> <td>Very Low = Less than 35%</td> </tr> </table>	Very High = 65% or higher	High = 55% to less than 65%	Medium = 45% to less than 55%	Low = 35% to less than 45%	Very Low = Less than 35%	<p>LEARN MORE College/Career</p>  <p>Green</p> <p>65.4% prepared Increased 15.4% ▲</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <table border="1"> <tr> <td>0 Red</td> <td>0 Orange</td> <td>1 Yellow</td> </tr> <tr> <td>0 Green</td> <td>0 Blue</td> <td></td> </tr> </table>	0 Red	0 Orange	1 Yellow	0 Green	0 Blue	
0 Red	1 Orange	0 Yellow																								
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Very Low = Less than 35%																										
0 Red	0 Orange	1 Yellow																								
0 Green	0 Blue																									

LITERACY FIRST CHARTER

Appendix E

Academic Engagement

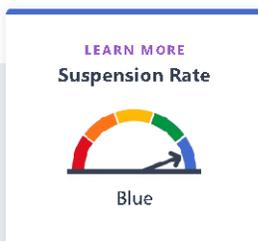
See information that shows how well schools are engaging students in their learning.



LITERACY FIRST CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Appendix E

0.2% suspended at least once

Maintained 0.2%

EQUITY REPORT
Number of Student Groups in Each Color



Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

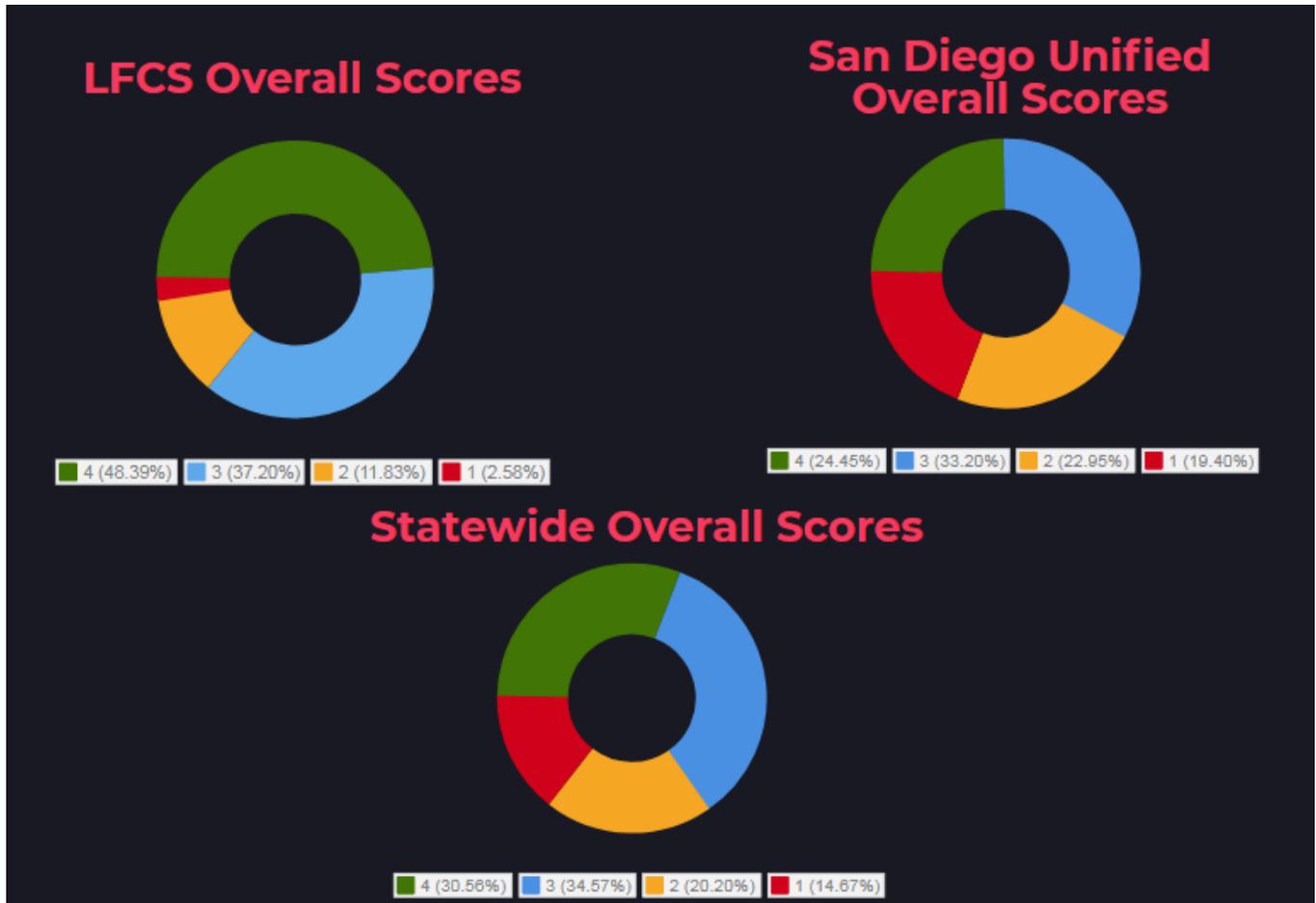
LEARN MORE

Access to a Broad Course of Study

STANDARD MET

Appendix E

Language Support Data



Comparative data with local and state comparisons

Appendix E

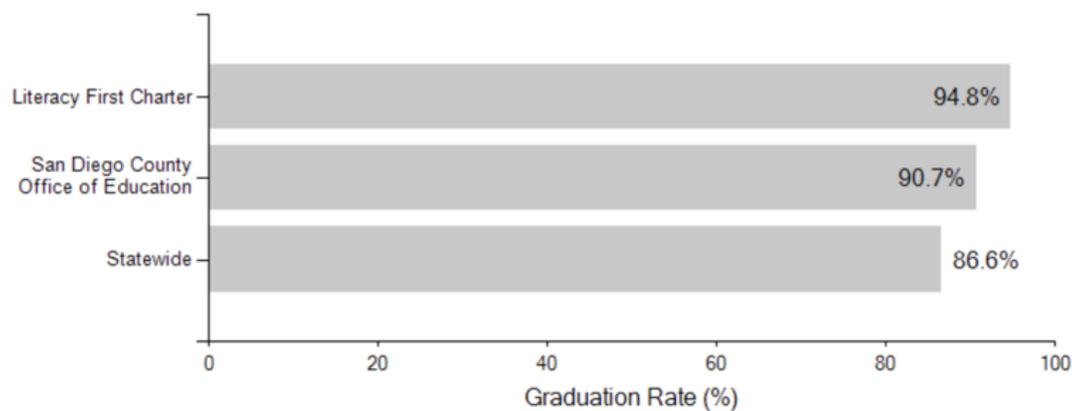
High School Graduation Rates

Appendix E

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	58	55	0	94.8%
English Learners	8	*	0	*
Homeless	1	*	0	*
Socioeconomically Disadvantaged	33	30	0	90.9%
Students with Disabilities	10	*	0	*
African American	3	*	0	*
Asian	6	*	0	*
Filipino	1	*	0	*
Hispanic	25	22	0	88.0%
White	17	17	0	100.0%
Two or More Races	6	*	0	*

School Graduation Rate Compared to District and State



Appendix E

This year beginning scores are lower due to the impact shutdowns have had on schools.

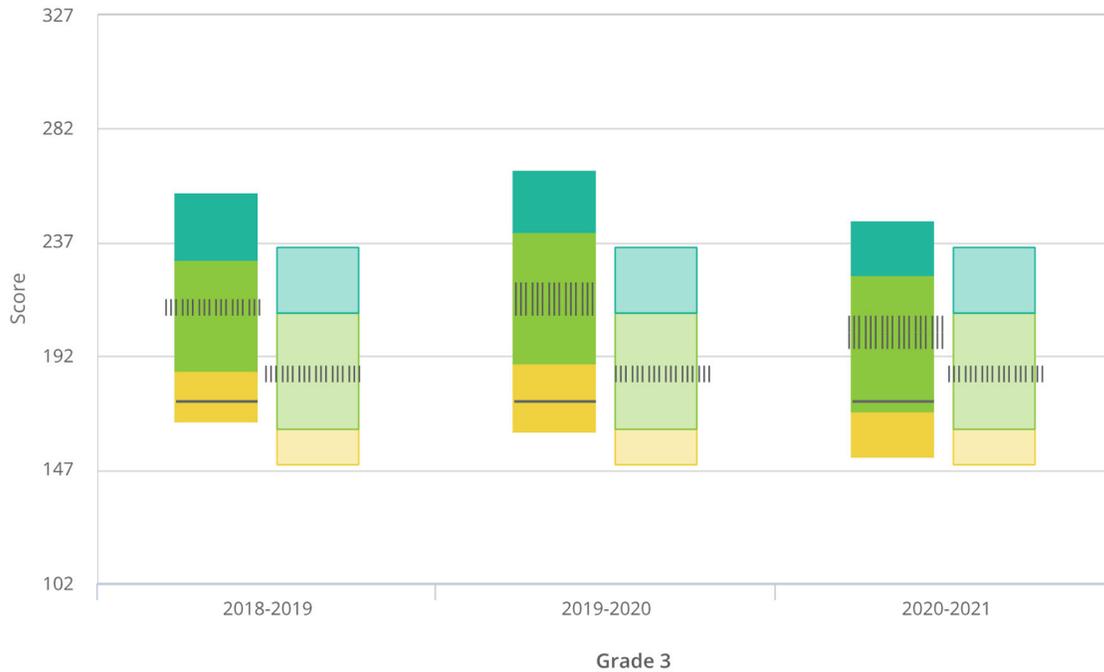
Appendix E



Report **School Year** **Period** **Roster**
 Benchmark Distribution 2017-2020 Fall 2017-2020 Literacy First Charter School

Test: Math | Grade: 3 | Demographics Selection: Not Filtered | Target: Account (30 %ile)

Show: ■ School Years **GroupBy:** Grade **Comparison:** ■ National Norms --- Median — Target



Comparison: National	Grade 3		
	2018-2019	2019-2020	2020-2021
90-99th %ile	36 (22.6%)	51 (29.3%)	26 (15.4%)
75-89th %ile	44 (27.7%)	45 (25.9%)	47 (27.8%)
26-74th %ile	66 (41.5%)	59 (33.9%)	62 (36.7%)
11-25th %ile	9 (5.7%)	10 (5.7%)	21 (12.4%)
1-10th %ile	4 (2.5%)	9 (5.2%)	13 (7.7%)
Total Students	159	174	169
Mean	210.2	213.9	200.6
Standard Deviation	35.25	38.88	36.57

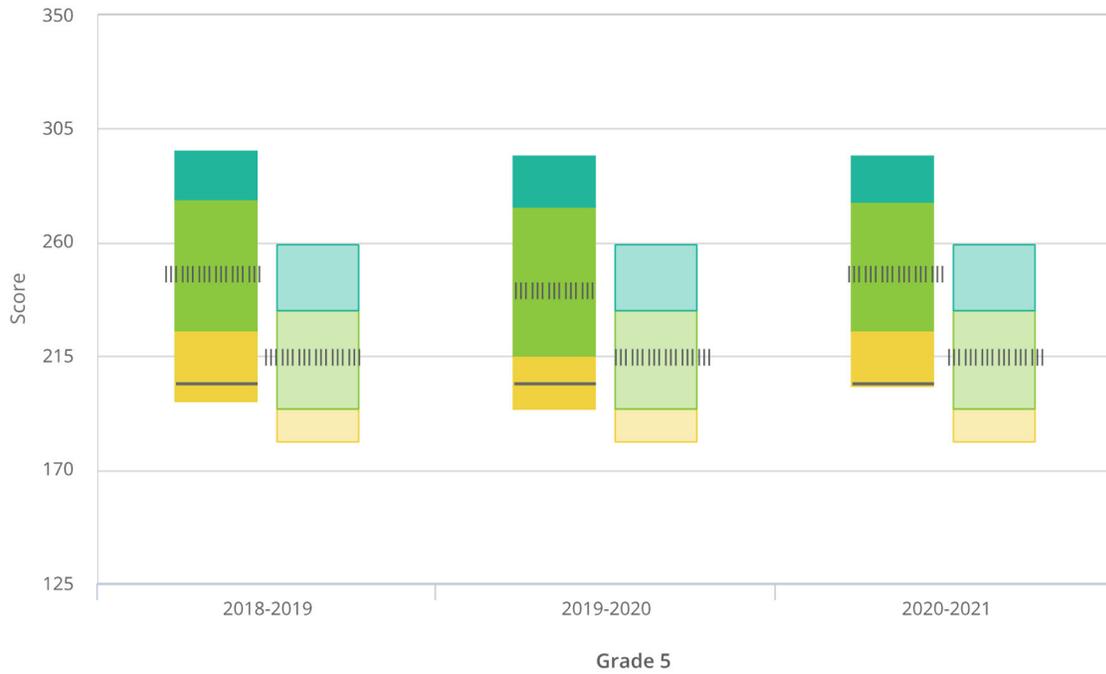
Appendix E



Report **School Year** **Period** **Roster**
 Benchmark Distribution 2017-2020 Fall 2017-2020 Literacy First Charter School

Test: Math | Grade: 5 | Demographics Selection: Not Filtered | Target: Account (30 %ile)

Show: ■ School Years **GroupBy:** Grade **Comparison:** ■ National Norms --- Median — Target



Comparison: National	Grade 5		
	2018-2019	2019-2020	2020-2021
90-99th %ile	54 (37.5%)	62 (36.9%)	69 (42.9%)
75-89th %ile	43 (29.9%)	43 (25.6%)	37 (23.0%)
26-74th %ile	34 (23.6%)	44 (26.2%)	46 (28.6%)
11-25th %ile	9 (6.3%)	12 (7.1%)	5 (3.1%)
1-10th %ile	4 (2.8%)	7 (4.2%)	4 (2.5%)
Total Students	144	168	161
Mean	249.1	245.6	249.9
Standard Deviation	36.44	39.83	35.22

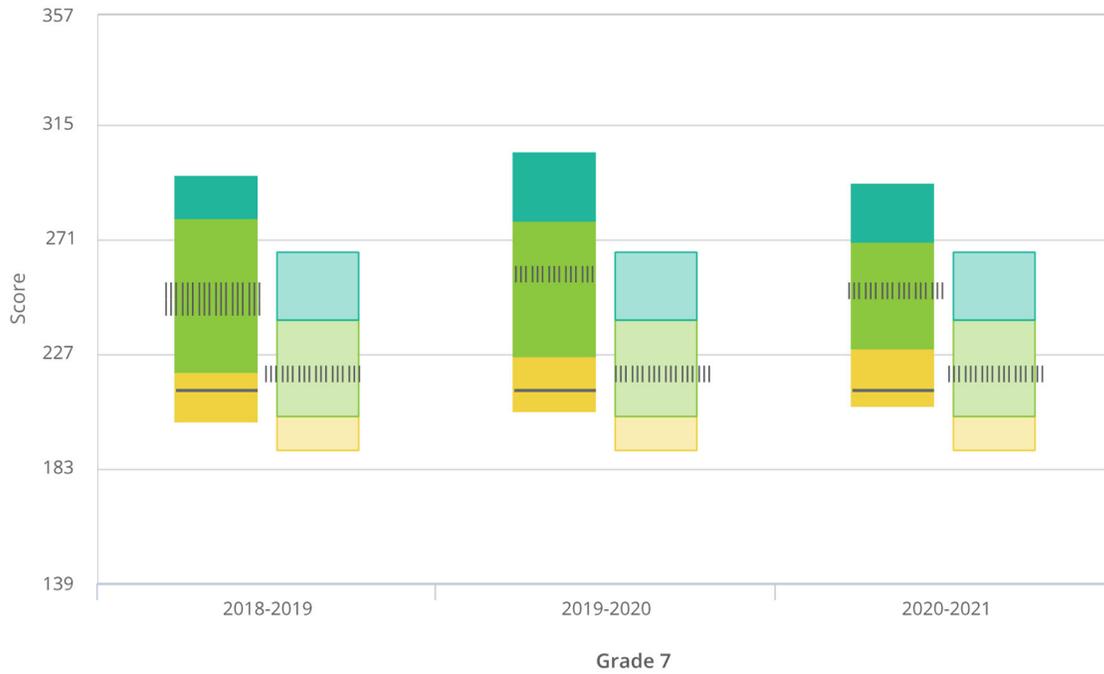
Appendix E



Report **School Year** **Period** **Roster**
 Benchmark Distribution 2017-2020 Fall 2017-2020 Literacy First Charter School

Test: Math | Grade: 7 | Demographics Selection: Not Filtered | Target: Account (30 %ile)

Show: ■ School Years **GroupBy:** Grade **Comparison:** ■ National Norms --- Median — Target



Comparison: National	Grade 7		
	2018-2019	2019-2020	2020-2021
90-99th %ile	47 (34.6%)	52 (38.8%)	40 (28.4%)
75-89th %ile	29 (21.3%)	35 (26.1%)	48 (34.0%)
26-74th %ile	43 (31.6%)	35 (26.1%)	42 (29.8%)
11-25th %ile	14 (10.3%)	6 (4.5%)	7 (5.0%)
1-10th %ile	3 (2.2%)	6 (4.5%)	4 (2.8%)
Total Students	136	134	141
Mean	250.1	254.9	250.2
Standard Deviation	37.36	38.19	31.81

APPENDIX F
Standards-based Report Cards

Appendix F



"The tree of knowledge begins with literacy."

Kindergarten Report Card

Literacy First Charter School

School Year 2020-2021

Student: _____ Teacher: Lisa Amorteguy

Grade Level Key

- 1** Not meeting grade level standard
- 2** Progress toward grade level standard
- 3** Currently at grade level standard
- 4** Exceeds grade level standard
- This particular grade level standard was not taught or evaluated

Learner Behavior Key

- R** **Rarely**
Student rarely displays behaviors that lead to successful learning
- I** **Inconsistently**
Student inconsistently displays behaviors that lead to successful learning
- C** **Consistently**
Student consistently displays behaviors that lead to successful learning

Language Support Key

- E** Emerging (Student is provided substantial Linguistic support)
- X** Expanding (Student is provided moderate Linguistic support)
- B** Bridging (Student is provided light Linguistic support as needed)

ATTENDANCE

	1	2	3	Total
Days Enrolled				0
Days Absent				0
Days Tardy				0

Additional Services (if applicable)

	1	2	3
Resource			
Speech			
English Language Proficiency Level:			
Intervention In:			

Student: _____ Teacher: Lisa Amorteguy Page 3

MATHEMATICS

	1	2	3
Counting and Cardinality			
Counts to 100 by ones (25 - 50 - 100)			
Counts objects in a set with 1 to 1 (5 - 10 - 15)			
Recognizes numbers 0-30 (10- 20 - 30)			
Writes numbers 0-20 (5 - 10 - 20)			
Counts by 10's and 5's (2nd and 3rd trimester)			
Compares two written numbers between 1-10 as greater/less than			
Identifies a group of objects between 1-10 as greater/less/equal to another			

Operations and Algebraic Thinking

Understands addition as putting together and adding up to 5			
Understands subtraction as taking apart and taking from within 5			

Operations - Base Ten

Performs concepts using a 10-frame			
------------------------------------	--	--	--

Measurement and Data

Identifies attributes of objects, length and weight, using correct vocabulary such as big, small, tall, short, empty, full, heavy and light			
---	--	--	--

Geometry

Identifies, compares and contrasts 2D shapes (circle, triangle, square, rectangle, hexagon, rhombus)			
Identifies, compares and contrasts 3D shapes (cube, cone, cylinder, sphere)			

GROSS MOTOR

Kicks a ball			
Strikes a stationary ball with bat			
Holds a prone extension (Superman)			
Runs 30 feet in 6 seconds with coordination			
Broad jump 3 feet			
Drizzles the ball with 1 hand with control			
Ties shoes			
Jumps over a 15 inch rope			
Throws with control			
Skips			

LEARNER BEHAVIORS

Follows classroom rules			
Follows school rules			
Accepts responsibility			
Works independently			
Works well with others			
Completes and returns folder work on time			

ADDITIONAL PROGRAMS

	1	2	3
Art			
PE			
Library			
Language Support			
Language Support Effort			

Student: _____ Teacher: Lisa Amorteguy Page 2

LANGUAGE ARTS

	1	2	3
Reading Literature and Informational Text			
Retells details from familiar stories identifying characters, settings and major events. Asks and answers questions about stories read			

Listening and Speaking

Engages in discussions within a group, staying on topic, expressing thoughts and feelings and ideas clearly			
---	--	--	--

Reading - Foundational Skills

Recognizes and names uppercase letters			
Recognizes and names lowercase letters			
Understands the basic features of print			
Reads CVC words			
Reads and understands grade level texts			
Reads learned high frequency (sight) words			

Writing

Uses letters, pictures and symbols to write			
Prints learned upper and lowercase letters writing left to right, top to bottom and uses spaces			
Writes simple words phonetically (invents spelling)			
Uses some punctuation			

Language

Produces the sounds of learned letters			
Recognizes and produces rhyming words			
Listens for sounds in words and identifies letters that match			

CAPITAL LETTERS

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T

U V W X Y Z

LOWERCASE LETTERS

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t

u v w x y z

LETTER SOUNDS

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t

u v w x y z

Sight Word Bar

0	5	10	15	20	25	30	35	40
---	---	----	----	----	----	----	----	----

Student: _____ Teacher: Lisa Amorteguy Page 4

First Trimester Teacher Comments

Modified Program in:

Second Trimester Teacher Comments

Modified Program in:

Third Trimester Teacher Comments

Modified Program in:

_____ has been assigned to the _____

If checked, student at risk of retention

Parent Signature _____

Teacher Signature _____

Appendix F



"The tree of knowledge begins with literacy."

Fourth Grade Report Card Literacy First Charter School School Year 2020-2021

Student: _____ Teacher: Bradley Allen

Grade Level Key

- 1** Not meeting grade level standard
- 2** Progress toward grade level standard
- 3** Currently at grade level standard
- 4** Exceeds grade level standard.
- This particular grade level standard was not taught or evaluated

Learner Behavior Key

- RC** Rarely Consistent
Student rarely displays behaviors that lead to successful learning
- SC** Somewhat Consistent
Student inconsistently displays behaviors that lead to successful learning
- AC** Always Consistent
Student consistently displays behaviors that lead to successful learning

Language Support Key

- E** Emerging (Student is provided substantial Linguistic support)
- X** Expanding (Student is provided moderate Linguistic support)
- B** Bridging (Student is provided light Linguistic support as needed)

ATTENDANCE

	1	2	3	Total
Days Enrolled				0
Days Absent				0
Days Tardy				0

Additional Services (if applicable)

	1	2	3
Resource			
Speech			
Language Support			
English Language Proficiency Level:			
Intervention In:			

Student: _____ Teacher: Bradley Allen Page 3

SCIENCE

	1	2	3

CALIFORNIA HISTORY

	1	2	3

ADDITIONAL PROGRAMS

Art			
Music Citizenship			
PE			
PE Citizenship			
Language Support Effort			

LEARNER BEHAVIORS

	1	2	3

Respects others' rights, feelings, and property			
Completes classwork on time			
Accepts responsibility for behavior choices and work habits			

Parent Signature _____ Teacher Signature _____

Student: _____ Teacher: Bradley Allen Page 2

LANGUAGE ARTS

	1	2	3

Reads and comprehends grade level texts			
Reads and comprehends informational texts			
Reads accurately and fluently to support comprehension			

Writes to communicate ideas and information effectively			
Produces writing in which the development and organization are appropriate to the genre			
Penmanship			

Grammar			
Spelling, Capitalization, and Punctuation			
Vocabulary			

Effectively engages in collaborative discussion			
Speaks clearly with appropriate pace, volume, and expression			

MATHEMATICS

	1	2	3

Operations – Base Ten			
Understands multi-digit place value to the millions.			
Performs operations of multi-digit numbers. (+, -, x, ÷)			

Operations and Algebraic Thinking			
Solves multi-step problems using +, -, x, ÷, and ().			
Understands factors and multiples.			
Using a pattern to find the unknown			

Operations – Fractions			
Understands fraction equivalencies			
Compares and orders fractions			
Adds and subtracts fractions with like denominators			
Understands the relationship between fractions and decimals			

Measurement and Data			
Solves measurement problems			
Converts units of measurement			
Represents and interprets data			
Measures and creates angles.			

Geometry			
Draws and identifies lines and angles			
Classifies shapes by their properties			
Area and perimeter			

Student: _____ Teacher: Bradley Allen Page 4

AIMS WEB

READING	Fall	Winter	Spring
Composite Percentile			
Rate of Improvement Percentile			

MATHEMATICS	Fall	Winter	Spring
Composite Percentile			
Rate of Improvement Percentile			

First Trimester Teacher Comments Modified Program in:

Lexile Range: _____

Second Trimester Teacher Comments Modified Program in:

Lexile Range: _____

Third Trimester Teacher Comments Modified Program in:

Lexile Range: _____

has been assigned to the _____

Parent Signature _____ Teacher Signature _____

Appendix F



"The tree of knowledge begins with literacy."

Eighth Grade Report Card

Literacy First Charter School
School Year 2020-2021

Student: _____ Teacher: Carol Purvis A

Grade Level Key

- 1 Not meeting grade level standard
- 2 Progress toward grade level standard
- 3 Currently at grade level standard
- 4 Exceeds grade level standard.
- █ This particular grade level standard was not taught or evaluated

Learner Behavior Key

- RC** **Rarely Consistent**
Student rarely displays behaviors that lead to successful learning
- SC** **Somewhat Consistent**
Student inconsistently displays behaviors that lead to successful learning
- AC** **Always Consistent**
Student consistently displays behaviors that lead to successful learning

Language Support Key

- E** Emerging (Student is provided substantial Linguistic support)
- X** Expanding (Student is provided moderate Linguistic support)
- B** Bridging (Student is provided light Linguistic support as needed)

ATTENDANCE

	1	2	3	Total
Days Enrolled				0
Days Absent				0
Days Tardy				0

Additional Services (if applicable)

	1	2	3
Resource			
Speech			
Language Support			
English Language Proficiency Level:			
Intervention In:			

Student: _____ Teacher: Carol Purvis A Page 3

SCIENCE

	1	2	3
Heredity: Inheritance and Variation of Traits			
Biological Evolution: Unity and Diversity			
Earth's Place in the Universe			
Motion and Stability: Forces and Interactions			
Energy, Mass, and Motion			
Waves and their Applications			
Engineering Design			

LEARNER BEHAVIORS IN SCIENCE

Follows Directions			
Completes and Returns Work on Time			
Effort			
Accepts Responsibility			
Respectful of others			

ADDITIONAL PROGRAMS

Portraits of History			
Art			
Art Citizenship			
PE			
PE Citizenship			
Computer Science Discovery			
Computer Science Discovery Citizenship			
Academy Citizenship			
Language Support Effort			

HISTORY

	1	2	3
Analysis			
Chronological thinking			
Research, evidence, and point of view			
Interpretation of historic sources			
Content Standards			
Pre-Colonial Events			
Principles behind the Constitution			
American Political System			
Early American Ideals			
Northern Identification from 1800-1850			
Southern Identification from 1800-1850			
Western Expansion			
Reform Movement			
Causes and Effects of the Civil War			
America's Industrial Revolution			

LEARNER BEHAVIORS IN HISTORY

Follows Directions			
Completes and Returns Work on Time			
Effort			
Accepts Responsibility			
Respectful of others			

MATRICULATION

History Project	
Science Project	
ELA Project	
Mathematics Project	
Multimedia Presentation	
Oral Presentation	
Collaborative Questions	

Student: _____ Teacher: Carol Purvis A Page 2

LANGUAGE ARTS

	1	2	3
Reading: Literature			
Determines a theme, cites evidence, and draws inferences.			
Reads and comprehends literature.			
Reading: Informational Text			
Determines a central idea of a text and provides an objective summary.			
Determines an author's point of view.			
Evaluates the argument and specific claims in a text.			
Reads and comprehends literary justification.			
Writing			
Writes argument/opinion texts.			
Writes informative/explanatory texts.			
Writes narrative texts.			
Strengthens writing by planning, revising, editing, and rewriting.			
Creates appropriate related documents.			
Speaking and Listening			
Engages in discussions and expresses ideas clearly.			
Evaluates the soundness of a speaker's argument.			
Presents arguments with sound reasoning, appropriate eye contact, adequate volume, and clear pronunciation.			
Language			
Demonstrates command of English grammar.			
Demonstrates command of capitalization, punctuation, and spelling.			

LEARNER BEHAVIORS IN LANGUAGE ARTS

Follows Directions			
Completes and Returns Work on Time			
Effort			
Accepts Responsibility			
Respectful of others			

MATHEMATICS

Number System			
Expressions and Equations			
Functions			
Statistics and Probability			
Geometry			
Mathematical Practices			

LEARNER BEHAVIORS IN MATHEMATICS

Follows Directions			
Completes and Returns Work on Time			
Effort			
Accepts Responsibility			
Respectful of others			

Student: _____ Teacher: Carol Purvis A Page 4

READING

	Fall	Winter	Spring
Composite Percentile			
Rate of Improvement Percentile			

AIMS WEB

	Fall	Winter	Spring
Composite Percentile			
Rate of Improvement Percentile			

First Trimester Teacher Comments Modified Program in:
Lexile Range: _____

Second Trimester Teacher Comments Modified Program in:
Lexile Range: _____

Third Trimester Teacher Comments Modified Program in:
Lexile Range: _____
_____ has been assigned to the _____

Parent Signature _____ Teacher Signature _____

APPENDIX G
Admissions Policy

APPENDIX G

during the open enrollment process with assistants to aide in the process should there be confusion or complications. The LFCS registrar oversees this process entirely.

If the number of qualified applications exceeds capacity at any grade level, LFCS shall apply the first level preference to qualified applicants (please see hierarchy of preferences listed below). LFCS shall make offers of admission and request a written confirmation of acceptance within five (5) days of receipt of a letter of acceptance. If the application of a preference exceeds the school's capacity within a single grade level, LFCS will conduct a public random drawing within that preference. If space is still available after the application of the first level preference, the LFCS shall apply the next level of preference. If the application of a preference exceeds the School's capacity within a single grade level, the school will conduct a public random drawing within that preference. This process will be applied beginning with kindergarten and then each successive grade level until LFCS is at capacity.

All qualified students who are not admitted will be assigned a number (by random lottery) and may be offered admission throughout the year as vacancies become available. LFCS reserves the right to determine its capacity at each grade level and to reserve spaces within a grade level for, among other things, students that may not be promoted to the next grade level or for students who may be returning in a subsequent year.

If during any open enrollment window period, insufficient enrollment applications are received during the enrollment window period, offers of admission shall be made from the qualified applicants on a first come, first served basis and then another enrollment window period shall be advertised and established. Any student on the waiting list who did not receive an offer of admission during the year will be required to submit an additional enrollment packet in a subsequent year in order to be considered for enrollment in that year.

Hierarchy of Preferences in Admission for Qualified Applicants:

1. Currently enrolled students;
2. Children of current employees working at LFCS
3. Siblings of currently enrolled students;
4. Children from last year's waiting list who have submitted a current enrollment packet;
5. Children of former LFCS K12 families that have moved outside the county and returned within 3 years;
- 6.
7. Students who are currently enrolled in or who reside in the elementary school attendance area of the Public elementary school(s) in which Literacy First Charter Schools is located, specifically Anza, Johnson, Magnolia and Fremont Elementary Schools.
8. Children residing within the district's boundaries, Cajon Valley and Grossmont Union; and then
9. All other children.

APPENDIX G

Public Random Drawing (lottery):

If required, the public random drawing shall be conducted by LFCS at a public meeting that meets all the notice requirements of the Ralph M. Brown Act (California Government Code § 54950 et seq.) for a regular meeting of LFCS' board of directors. Information regarding the procedures used to conduct the drawing as well as the events triggering the drawing shall be available upon request. However, non-public information regarding a student or his or her family shall not be disclosed.

New Student and Parent Orientation:

A new student parent orientation meeting will be held prior to school beginning. If at least one parent or guardian of a new student fails to attend a new student parent orientation meeting, that student's enrollment will be forfeited.

Charter Requirements: This policy implements the directives of Section D (Governance / Enrollment Preferences and Processes) and Section H (Admissions Requirements) of the Literacy First Charter Schools Charter.

APPENDIX H
Job Descriptions, Staff

Appendix H

Literacy First Charter Schools Executive Director Job Description

Foremost

- To understand and support the overall mission and vision of the LFCS organization.
- To understand the important correlation between character or leadership training and the development of a coordinated K12 program
- To be a role model in front of student, parents and staff
- The overall ability to be organized, calm and visionary in the development of the LFCS K12 program

Summary:

Serves as the Executive Director of the charter. Develops and maintains a positive educational program designed to meet the needs of the community and carry out policies of the Board. Responsible for complete oversight of the personnel, financial, and education operations of the charter.

Essential Duties and Responsibilities:

Mission

1. Understand and promote the charter's mission, purposes and objectives to parents, staff, board members, and community. Maintains the "heart" of the organization.
2. Builds shared vision among all stakeholders, focusing on the program's mission and identity.

Leadership

1. Provides dynamic leadership to create positive and productive climates so learning can take place in safe and meaningful ways for students with a wide range of ability levels and interests.
2. Fosters a participatory, shared-management organizational environment. Leads and facilitates effective group process and decision-making practices. Integrates principles of teaching and learning with organizational development strategies.
3. Establishes an effective charter administrative organization with clear lines of responsibility and the necessary delegation of authority.
4. Fosters a climate of innovation and collaborative creative problem solving with charter personnel, students, parents, and community.

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5. Provides leadership in designing, implementing, and evaluating major programs and activities to bring about needed change and higher performance.
6. Provides leadership to the staff in determining instructional objectives and identifying charter needs as the basis for developing long- and short-range plans for the charter.

Programs

1. As the educational leader of the charter system, continuously develop and expand the educational goals and programs, and inform the Board of status, progress, and implementation.
2. Attend and participate in meetings and closed sessions of the Board, except when own employment evaluations are being considered.
3. Serve as professional advisor to the Board, keeping them fully informed on all programs, practices, issues and problems of Literacy First Charter Schools; provide them with all information and data for decision making. When recommendations are requested or offered, the Executive Director will provide rationale for the recommendation.
4. Develop new and revised policies for recommendation to the Board and ensure that all laws, Board policies, procedures and administrative regulations are implemented.
5. Make administrative decisions necessary for the proper functioning of Literacy First Charter Schools and in emergency situations not covered by Board policy.
6. Secure legal interpretations on all issues pertaining to charter and the operation of the charter.
7. Represent the Charter in all governmental and professional relationships and serve as the Board's "Authorized Agent." May delegate or send a representative to meetings with the knowledge that final responsibility for action taken lies with the Executive Director.
8. Direct, administer and supervise all departments of Literacy First Charter Schools and all staff members, providing them with direction as may be necessary. Evaluate personnel that report directly to the Executive Director.
9. Work with Chief Financial Officer in development of the annual budget of Literacy First Charter Schools, presenting it to the Board along with facts and pertinent information relative to its adoption; make recommendations regarding the same and direct the administration of the budget after its adoption.
10. Establish procedures for the purchase of books, materials, and supplies. Provide explanation to the Board of any departure from established procedure or the expenditure of substantial sums.
11. Direct the selection, employment, assignment, duties, evaluation, and transfer of all personnel, and

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make all recommendations for retention, discipline, or dismissal of employees, supported by accurate and adequate records.

12. Direct the preparation of reports showing objectives, plans, programs, educational accomplishments, financial status and physical condition of the charter, and make recommendations for improvement.

13. Direct timely revision of curriculum guides, courses of study, selection of texts and materials, and recommend their adoption to the Board.

14. Maintain good working relationships with the total staff, directing and implementing lines of communication with employees.

15. Supervise the use of charter properties; recommend to the Board lease or acquisition of charter sites in accordance with future needs.

16. Visit programs on a regular basis to observe the climate and program operations.

Other Related Duties:

1. Keep informed of current educational philosophy and practices by advanced study, by visiting other charters, by attending educational conferences and workshops, and by reading current professional literature. Keep the Board informed of trends in education.

2. Keep the LFCS community informed of educational trends, practices and problems and promoting a cooperative working relationship between the school and the community.

3. Attend meetings of community lay people and confer with other professionals about the charter program and provide suggestions to the Board from these group.

4. Perform other related duties as may be assigned by the Board.

Qualifications:

Education: BA or BS degree required. Master's degree, Ph.D. or other terminal degree preferred.

Experience: Minimum of one (1) year of administrative experience in a charter school, private school or school district is preferred. One (1) or more years of experience as an administrator of a government agency or nonprofit organization of similar size and complexity may be substituted for school administration experience. Applicants should describe how this experience has prepared them to succeed in the Executive Director position.

Physical Demands:

The physical demands described here are representative of those which must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to

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enable individuals with disabilities to perform the essential functions. The employee is required to attend meetings and may be assigned duties at one or more sites. While performing the duties of this job, the employee is frequently required to sit. The employee is occasionally required to stand and walk. Specific vision abilities required by this job include close vision and ability to adjust focus which includes but is not limited to computer use.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level of the work environment is usually moderate.

Salary and Benefits:

Salary and benefits are competitive and will be commensurate with the candidate's qualifications and experience.

Answers to the LFCS School Board

Appendix H

Literacy First Charter Schools Chief Business Officer Job Description

Foremost

- To understand and support the overall mission and vision of the LFCS organization.
- To understand the important correlation between character or leadership training and the development of a coordinated K12 program.
- To be a role model in front of student, parents and staff
- The overall ability to be organized, calm and visionary in the development of the LFCS K12 program

Job Duties:

1. Manage LFCS' fiscal operations:

- Oversee all accounts payable processes, including review of purchases and all payments made, including invoices and credit cards
- Review all cash receipts as to coding and appropriate amounts: oversee preparation of deposits
- Provide oversight of all back-office services that are contracted out to vendors
- Oversee payroll and compliance with all laws and regulations related to payroll and required reporting
- Prepare bank reconciliations for all revolving accounts (monthly)
- Prepare, administer and monitor budgets, including monitoring actual income and expense vs. budget and analysis of variances
- Monitor cash flow
- Prepare and submit financial reports to the back-office provider for review before submission to LFCS' Finance Committee
- Present financial reports and provide financial updates at Board meetings
- Provide financial data to state and local governments (i.e., CDE, SDCOE, STRS, PERS, IRS)
- Confer with school personnel to provide information and/or resolve problems relating to financial transactions incurred at the school
- Support the Director with compliance reporting needed to complete the Consolidated Applications (CARs) and other required reporting
- Prepare ad hoc reports as requested by management and the Board
- Respond to inquiries by Finance Committee, the Board, and others in a timely manner
- Interface with independent auditors
- Regularly review LFCS' financial and accounting policies and procedure for appropriate internal controls, compliance with legal requirements, and conformity to best practices

2. Assist with LFCS' grant writing and fundraising efforts:

- Monitor grant account activities and balances to ensure adherence to grantor restrictions

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- Prepare various reports as part of grant applications
 - Assist with budget preparation for grant proposals
 - Assist with LFCS' fundraising efforts such as helping to reconcile money collected with actual items sold, scheduling and reporting on fundraising proceeds and available balances
 - Interface with LFCS staff in applying for grants; provide financial information as necessary
3. Oversee Risk Management Programs:
- Lead the selection of insurance vendors for property, general liability, and workers' compensation insurance
 - Provide assistance to school staff when reporting any claims
 - Assist the school in reducing risks of injury and other possible claims through proactive intervention.

Appendix H

Literacy First Charter Schools Site Administrator Job Description

Foremost -

- To understand and support the overall mission and vision of the LFCS organization.
- To understand the important correlation between character or leadership training and the development of a coordinated K12 academic program
- To be a role model in front of student parents and staff
- The overall ability to be organized, calm and consistent

A. Job Purpose

Is responsible for teaching staff and the operation of the school plant and related facilities.

B. Subordinate To

The Board of Directors, Executive Director and CFO

C. Subordinates

All charter school staff and contract workers.

D. Functions

Essential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student population.
4. Provides leadership for and facilitates collaboration with all stakeholders and on identifying goals for student achievement and standards for assessing the outcome of these goals.
5. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, LFCS philosophy and procedures, and the school's student responsibility code.
6. Maintains a school climate that ensures the safety, health and welfare of students and personnel; implements an "Emergency Operation Plan"; and complies with mandated child abuse reporting procedures.
7. Participates in directing the school's organization and the appropriate placement of students.
8. Maintains positive public relations and outreach contacts with parents and community groups.
9. Provides staff development and training for all stakeholders to improve student achievement.
10. Ensures the maintenance of a physical environment that is clean, well-maintained and conducive to good health and safety.
11. Observes the performance of certificated and classified personnel assigned to the school site and provides feedback to ED as needed.

Other Functions

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1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent
2. Performs other duties as assigned.

Qualifications

The School Administrator at LFCS should possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the School Principal should possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business experience.

The site administrator shall meet all of the legal requirements according to charter school law at the time of hire.

Knowledge's, Skills, Abilities and Personal Characteristics

1. Knowledge of and ability to recognize the impact of the Education Code, Board Rules, LFCS policies and operating procedures, and negotiated contracts on elementary education
2. Ability to organize and direct an educational program Capacity to lead, direct and supervise teachers and staff.
3. Ability to promote and provide opportunities for recognition, development and leadership among students, staff, parents and colleagues.
4. Understanding of, and sensitivity to, diversity in the school community; knowledge of County resources and instructional materials related to diversity.
5. Ability to communicate effectively with students, parents, peers, other LFCS personnel and community representatives, both individually and as a group.
6. Knowledge of and skill in effective budgetary processes and school finance.
7. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
8. Ability to make formal, public presentations.
9. Ability to compose and comprehend written communication.
10. Ability to observe subordinates' activities.
11. Ability to travel to other sites/locations.
12. Ability to conducts school extra-curricular activities and fundraising events.
13. Mobility to traverse all areas of all work sites.
14. Ability to work collaboratively on the administrative team of LFCS to develop policies, procedures and spending priorities.
15. Mobility to respond quickly in an emergency situation.
16. Ability to cope with crisis situations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code §44839 and evidence of freedom from active tuberculosis pursuant to Education Code §9406.

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*NOTE: Literacy First Charter Schools can alter the above job descriptions as they see fit as long as they conform to State regulat

Appendix H

Literacy First Charter Schools

Vice PRINCIPAL of STUDENT SERVICES

JOB DESCRIPTION

The most important qualifications for an LFCS employee are:

1. Understanding of the mission and vision of Literacy First Charter Schools
2. Willingness to be trained in the school's educational mission
3. Ability to work with a team as a collaborative partner
4. A demonstrable effectiveness in dealing with parents, students and team members
5. A willingness to work hard, to take responsibility, and to exercise leadership for the school

A. Job Purpose

Assists the principal or the site administrator of the school site, with oversight and direction of the instructional Program and the operation of the school facilities as required by law, by the rules of the Board of Education and by administrative regulations; may act as administrative head of the school in the absence of the site administrator.

B. Responsible to

Executive Director/Principal

C. Subordinates

Certificated and classified personnel as assigned

D. Functions Essential Functions

1. Supports the site administrator.
2. Serves as a resource and liaison to the stakeholders of the school.
3. Interprets and implements Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
4. Shares in the formal supervisory evaluative process; provides guidance and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student population, including bilingual, special education, and Gifted and Talented Education.
5. Provides leadership and facilitates collaboration with all stakeholders on writing of the School Plan, Self-Study and Program Quality Reviews; identifies goals for student achievement and standards for assessing the outcome of these goals.
6. Assists in the preparation of the school budget and the monitoring of expenditures of categorical funds in accordance with federal and state guidelines.
7. Counsels students; recommends, and implements student disciplinary actions in accordance with the school's student responsibility code, County philosophy and procedures, and the Education Code.
8. Organizes and conducts various school extra-curricular activities and fundraising events.

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9. Shares responsibility for the health, safety, and welfare of students and personnel; organizes and conducts the school's emergency operations program; prepares and maintains emergency disaster plans and information; conducts emergency drills; assists in child abuse reporting; when necessary or in an emergency, acts as the substitute parent when parents cannot be reached.
10. Maintains positive public relations and outreach contacts with English and non-English speaking parents and community members; collaborates with parents and community groups on fundraising events.
11. Provides leadership in staff development targeted to achieve specific improvement needs.
12. Shares in the responsibility to provide a physical environment that is clean and well-maintained and conducive to good health and safety.

Qualifications

The assistant site administrator shall meet all of the legal requirements according to charter school law at the time of hire.

Knowledge, Skills, Abilities and Personal Characteristics

1. Proficiency in the principles of K-12 administration and K-12 school management duties required by law.
2. Knowledge of the Education Code, Board Rules, County policies and operating procedures and negotiated agreements.
3. Knowledge and understanding of the theories of child development; principles of learning; applied linguistics in English as a Second Language acquisition; bilingual methodology; and interpretation of standardized test data and educational statistics.
4. Knowledge of State Frameworks
5. Leadership in the field of education and in securing community cooperation.
6. Capacity to lead, direct, and supervise teachers and staff in the school setting in a collaborative manner.
7. Ability to direct the management activities associated with the position of an elementary assistant principal.
8. Ability to direct management activities and implement County policies related to personnel, budget and school finance, payroll, purchases of supplies and equipment, maintenance and operations, and cafeteria services.
9. Ability to communicate effectively orally and in writing with students, parents, peers, other County personnel, and community representatives, both individually and as a group.
10. Understanding of and sensitivity to the language, social, and academic needs of all students from other cultures and language groups; acceptance and inclusion of all staff, students, and community members as individuals regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code §44839 and evidence of freedom from active tuberculosis pursuant to Education Code § 49406.

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*NOTE: The charter school can alter the above job descriptions as they see fit as long as they conform to State regulations.

Specific to VP of Student Services

1. Update the AP Course Audit, manage AP exam fees and ordering, manage AP website set up, manage AP exam schedule and administration, analyze AP results, plan for the next year's AP improvements and courses
2. Monitor LCHS UC a-g list, approve new courses for submission
3. Monitor our NCAA course list and upload transcripts for our athletes
4. Monitor the Dual Credit / Concurrent Enrollment program with Grossmont / Cuyamaca
5. Monitor the SPED program, update SEIS during IEP meetings, create the notes for IEP meetings
6. Review new student registration info and transcripts and placement testing results, create new student schedules, conduct an intake meeting, escort new students to their first class
7. Approve LC events and other event requests, approve or deny on the school dashboard
8. Attend CIF games for security and support, interview coaches, work with Athletic Director on the overall program, enforce eligibility
9. Issue and monitor work permits
10. Review attendance at least monthly, issue attendance letters, conduct SARBs
11. Collaborate with Language Support staff to reclassify EL students and help coordinate ELPAC testing.
12. Monitor our data on the CA Dashboard to make sure it is accurate
13. Flag students for RtIs based on performance at progress reports and report cards
14. Review the contents of all cumulative files we receive for newly enrolled students.
15. Provide Civil Rights data to our CALPADS coordinator
16. Record graduation data and report it to our Board at the October meeting (plus all other testing data like AP, CAASPP, CAST and our action plan)
17. Schedule the CAASPP and CAST tests and proctors, work out all the logistics, monitor the testing, report error or security breaches, conduct make up exams, schedule training of teachers.
18. Keep an inventory of curriculum and a purchasing schedule, make sure the necessary curriculum is ordered for each school year
19. Coordinate the Saturday School Program by monitoring attendance, issues letters, document attendance, schedule Saturday School sessions and their supervision.
20. Monitor our National Student Clearinghouse account, analyze the reports of our graduates, maintain our account
21. Collect all summer reading documents, post them to the website, distribute to new students
22. Monitor Student Handbook for accuracy and make yearly edits as needed.
23. Create the duty schedule and monitor teacher compliance

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24. Monitor the effectiveness of the academic program, make sure transcripts reflect graduation requirements

Additionally, responsibilities include:

1. Campus Security: morning, passing, break, lunch, pick up, after school.
2. Master Scheduling: conduct placement tests, issue and collect course selections, quality control of course selections, enter course selections in Synergy, create the master schedule, create the calendar in Synergy
3. Calendar; make sure we have enough total days, total instructional minutes, and events are calendared and planned
4. Conferences: create the letters and schedule docs, monitor attendance at the meetings and teacher performance

5. Be visible and present, pick up trash.

6. Own every aspect of LCHS, everything is your job.

7. Do everything out of love. People won't always agree with you but they should know you care and strive to do the right thing.

8. Collaborate: Have a vision, bring suggestions, collaborate on details and the "how." Genuine collaboration fosters buy in and more successful implementation.

9. Balance the big picture (forest) and the details (trees). The vision, mission, and values guides and directs the details. Keep everything aligned to the vision, mission, and values and I mean everything literally.

10. Graduation: monitor who is eligible, plan logistics for the ceremony, participate in the practices, write and deliver the speech with Debbie, manage tear down and clean up, keep track of graduation data

11. Data: Know your numbers such as total student count, demographic percentages, SPED count, EL count, CAASPP test scores, AP scores, PSAT/SAT/ACT scores, attendance rate, rate of students meeting UC a-g, graduation rate, rate of students from LFCS, track their performance on all assessments and other measures compared to non LFCS students. These are numbers you will share with our Board each October. Plus, know at each Progress Report and Report Card how many students are failing classes, who are they, what supports do they have / need.

12. Curriculum: have teachers fill out curriculum inventory at end of year, reconcile those numbers with what Tamara has in our inventory system, make sure curriculum (new and consumables) is ordered for the next year. Jamie orders curriculum.

13. Managing and covering teacher and other staff absences from work: make sure all fill out the online request for leave, find coverage and participate in the coverage as much as you can.

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Literacy First Charter Schools

Vice PRINCIPAL of INSTRUCTION and OPERATIONS

JOB DESCRIPTION

The most important qualifications for an LFCS employee are:

1. Understanding of the mission and vision of Literacy First Charter Schools
2. Willingness to be trained in the school's educational mission
3. Ability to work with a team as a collaborative partner
4. A demonstrable effectiveness in dealing with parents, students and team members
5. A willingness to work hard, to take responsibility, and to exercise leadership for the school

A. Job Purpose

Assists the principal or the site administrator of the school site, with oversight and direction of the instructional Program and the operation of the school facilities as required by law, by the rules of the Board of Education and by administrative regulations; may act as administrative head of the school in the absence of the site administrator.

B. Responsible to

Executive Director/Principal

C. Subordinates

Certificated and classified personnel as assigned

D. Functions Essential Functions

1. Supports the site administrator.
2. Serves as a resource and liaison to the stakeholders of the school.
3. Interprets and implements Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
4. Shares in the formal supervisory evaluative process; provides guidance and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student population, including bilingual, special education, and Gifted and Talented Education.
5. Provides leadership and facilitates collaboration with all stakeholders on writing of the School Plan, Self-Study and Program Quality Reviews; identifies goals for student achievement and standards for assessing the outcome of these goals.
6. Assists in the preparation of the school budget and the monitoring of expenditures of categorical funds in accordance with federal and state guidelines.
7. Counsels students; recommends, and implements student disciplinary actions in accordance with the school's student responsibility code, County philosophy and procedures, and the Education Code.

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8. Organizes and conducts various school extra-curricular activities and fundraising events.
9. Shares responsibility for the health, safety, and welfare of students and personnel; organizes and conducts the school's emergency operations program; prepares and maintains emergency disaster plans and information; conducts emergency drills; assists in child abuse reporting; when necessary or in an emergency, acts as the substitute parent when parents cannot be reached.
10. Maintains positive public relations and outreach contacts with English and non-English speaking parents and community members; collaborates with parents and community groups on fundraising events.
11. Provides leadership in staff development targeted to achieve specific improvement needs.
12. Shares in the responsibility to provide a physical environment that is clean and well-maintained and conducive to good health and safety.

Qualifications

The assistant site administrator shall meet all of the legal requirements according to charter school law at the time of hire.

Knowledge, Skills, Abilities and Personal Characteristics

1. Proficiency in the principles of K-12 administration and K-12 school management duties required by law.
2. Knowledge of the Education Code, Board Rules, County policies and operating procedures and negotiated agreements.
3. Knowledge and understanding of the theories of child development; principles of learning; applied linguistics in English as a Second Language acquisition; bilingual methodology; and interpretation of standardized test data and educational statistics.
4. Knowledge of State Frameworks
5. Leadership in the field of education and in securing community cooperation.
6. Capacity to lead, direct, and supervise teachers and staff in the school setting in a collaborative manner.
7. Ability to direct the management activities associated with the position of an elementary assistant principal.
8. Ability to direct management activities and implement County policies related to personnel, budget and school finance, payroll, purchases of supplies and equipment, maintenance and operations, and cafeteria services.
9. Ability to communicate effectively orally and in writing with students, parents, peers, other County personnel, and community representatives, both individually and as a group.
10. Understanding of and sensitivity to the language, social, and academic needs of all students from other cultures and language groups; acceptance and inclusion of all staff, students, and community members as individuals regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.

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Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code §44839 and evidence of freedom from active tuberculosis pursuant to Education Code § 49406.

*NOTE: The charter school can alter the above job descriptions as they see fit as long as they conform to State regulations.

Specific to VP of Instruction and Operations

1. Campus Security: morning, passing, break, lunch, pick up, after school.
2. Monitor the use of Illuminate, train staff, and hold staff accountable for its use
3. Instructional Leadership: observe teachers and give feedback
4. Receive and process maintenance requests
5. Oversee the effectiveness of the Leadership program, place it in the master schedule, lead the 11th grade portion of the program.
6. Quality control over teacher websites, grades, LCHS website, progress reports, report cards
7. Send a weekly email to all staff on Sunday night
8. Coordinate the logistics for Unity Days
9. Maintain and create the Leadership groups in Google Docs and Synergy
10. Ensure classrooms are ready for Day 1 (30 student desks and chairs, doc cams, projectors, white boards)
11. Attend the 8th grade Matriculation / Moving up meeting to advertise LCHS
12. Schedule and work out logistics of Shadow Days, meet with the Shadows when they arrive and when they leave.
13. Monitor the Senior Exhibition program, monitor the progress of students, support teachers, participate in meetings with students and parents
14. Know every student by name
15. Coordinate and attend Orientation, Back to School Night, Open House, Showcase Night
16. Execute the school discipline policies and develop student character
17. Update and review the WASC action plan each year, lead the WASC self study, participate on a WASC visiting committee for another school.

Additionally, responsibilities include:

1. Campus Security: morning, passing, break, lunch, pick up, after school.

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2. Master Scheduling: conduct placement tests, issue and collect course selections, quality control of course selections, enter course selections in Synergy, create the master schedule, create the calendar in Synergy
3. Calendar; make sure we have enough total days, total instructional minutes, and events are calendared and planned
4. Conferences: create the letters and schedule docs, monitor attendance at the meetings and teacher performance

5. Be visible and present, pick up trash.

6. Monitor who is eligible for graduation, plan logistics for the ceremony, participate in the practices, write and deliver the speech with the executive director, manage tear down and clean up, keep track of graduation data

7. Data: Know your numbers such as total student count, demographic percentages, SPED count, EL count, CAASPP test scores, AP scores, PSAT/SAT/ACT scores, attendance rate, rate of students meeting UC a-g, graduation rate, rate of students from LFCS, track their performance on all assessments and other measures compared to non LFCS students. These are numbers you will share with our Board each October. Plus, know at each Progress Report and Report Card how many students are failing classes, who are they, what supports do they have / need.

8. Curriculum: have teachers fill out curriculum inventory at end of year, reconcile those numbers with what is in our inventory system, make sure curriculum (new and consumables) is ordered for the next year..

9. Manage and cover teacher and other staff absences from work: make sure all fill out the online request for leave, find coverage and participate in the coverage as much as you can.

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Literacy First Charter Schools

ASSISTANT PRINCIPAL JOB DESCRIPTION

The most important qualifications for an LFCS employee are:

1. Understanding of the mission and vision of Literacy First Charter Schools
2. Willingness to be trained in the school's educational mission
3. Ability to work with a team as a collaborative partner
4. A demonstrable effectiveness in dealing with parents, students and team members
5. A willingness to work hard, to take responsibility, and to exercise leadership for the school

A. Job Purpose

Assists the principal or the site administrator of the school site, with oversight and direction of the instructional Program and the operation of the school facilities as required by law, by the rules of the Board of Education and by administrative regulations; may act as administrative head of the school in the absence of the site administrator.

B. Responsible to

Executive Director/Principal

C. Subordinates

Certificated and classified personnel as assigned

D. Functions Essential Functions

1. Supports the site administrator.
2. Serves as a resource and liaison to the stakeholders of the school.
3. Interprets and implements Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
4. Shares in the formal supervisory evaluative process; provides guidance and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student population, including bilingual, special education, and Gifted and Talented Education.
5. Provides leadership and facilitates collaboration with all stakeholders on writing of the School Plan, Self-Study and Program Quality Reviews; identifies goals for student achievement and standards for assessing the outcome of these goals.
6. Assists in the preparation of the school budget and the monitoring of expenditures of categorical funds in accordance with federal and state guidelines.
7. Counsels students; recommends, and implements student disciplinary actions in accordance with the school's student responsibility code, County philosophy and procedures, and the Education Code.
8. Organizes and conducts various school extra-curricular activities and fundraising events.

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9. Shares responsibility for the health, safety, and welfare of students and personnel; organizes and conducts the school's emergency operations program; prepares and maintains emergency disaster plans and information; conducts emergency drills; assists in child abuse reporting; when necessary or in an emergency, acts as the substitute parent when parents cannot be reached.
10. Maintains positive public relations and outreach contacts with English and non-English speaking parents and community members; collaborates with parents and community groups on fundraising events.
11. Provides leadership in staff development targeted to achieve specific improvement needs.
12. Shares in the responsibility to provide a physical environment that is clean and well-maintained and conducive to good health and safety.

Qualifications

The assistant site administrator shall meet all of the legal requirements according to charter school law at the time of hire.

Knowledge, Skills, Abilities and Personal Characteristics

1. Proficiency in the principles of elementary school administration and elementary school management duties required by law.
2. Knowledge of the Education Code, Board Rules, County policies and operating procedures and negotiated agreements.
3. Knowledge and understanding of the theories of child development; principles of learning; applied linguistics in English as a Second Language acquisition; bilingual methodology; and interpretation of standardized test data and educational statistics.
4. Knowledge of State Frameworks
5. Leadership in the field of education and in securing community cooperation.
6. Capacity to lead, direct, and supervise teachers and staff in the school setting in a collaborative manner.
7. Ability to direct the management activities associated with the position of an elementary assistant principal.
8. Ability to direct management activities and implement County policies related to personnel, budget and school finance, payroll, purchases of supplies and equipment, maintenance and operations, and cafeteria services.
9. Ability to communicate effectively orally and in writing with students, parents, peers, other County personnel, and community representatives, both individually and as a group.
10. Understanding of and sensitivity to the language, social, and academic needs of all students from other cultures and language groups; acceptance and inclusion of all staff, students, and community members as individuals regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion, or handicapping condition.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code §44839 and evidence of freedom from active tuberculosis pursuant to Education Code § 49406.

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*NOTE: The charter school can alter the above job descriptions as they see fit as long as they conform to State regulations.

Specific to LFCS Liberty Academy

Educational Leader in: teacher observations, student behavior issues, reconciling student tardies and absences

Administrator: Organization wide Report Card Maker manager, Organization wide calendaring events. State testing and LS logistical oversight, token reward program for students, developing yearly schedules for all special programs, recess and lunch, insuring all student areas, including lunches area are appropriately supervised, event set up and planning

Teacher: Math support for upper grades, intervention

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Literacy First Charter Schools *Athletic Director Job Description*

Foremost

- To understand and support the overall mission and vision of the LFCS organization.
- To understand the important correlation between character or leadership training and the development of a competitive athletic program
- To be a role model in front of student athletes, parents and coaching staff
- The overall ability to be organized, calm and visionary in the development of the LFCS 5-12 sports program

KNOWLEDGE: Requires knowledge in Title IX, California Interscholastic Federation (CIF) rules, and School District Policy.

SKILLS: Requires demonstration of strong leadership skills to work as part of an administrative team, promote and support student activities as well as staff needs, problem solving skills to support student success, service-related people skills, verbal and written communication skills, organizational skills to balance demands of a multi-tasking position, and technology skills in the areas of office software, student database systems, and office equipment operation.

ABILITIES: Requires excellent attention to detail and follow through to meet interscholastic athletic responsibilities, significant confidential responsibilities due to student and staff issues, and fiscal responsibilities in the areas of school budget.

RULES & REGULATIONS:

1. Follow all rules and regulations of the CIF, including preparing eligibility lists, submitting schedules, dues, team records, and other documents that pertain to CIF.
2. Follow all school rules and regulations and school board policy.
3. Communicate and enforce that all high school athletes will be supervised at all times.
4. Work with principal in resolving problems of discipline concerning athletes
 1. Prepare and maintain a budget for interscholastic athletic programs.
 2. Prepare reports as required by the administration.
 3. Verify that all participants have a physical examination, proper permission forms, and insurance verifications before the start of tryouts per school board policy.
 4. Report and document all athletic injuries.
 5. Check student eligibility per CIF and school board policy. (Grade checks twice/quarter)

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6. Supervise, and attend recognition programs for school athletes.
7. Assist with the monthly athletic calendar in conjunction with the principal
8. Supervise on-site athletic activities and perform athletic-related administrative duties during the months of June, July, and August as needed.
9. Coordinate the use of facilities and fields prior to each athletic season in a timely manner to address the needs of the middle school, high school, and community.
10. Assist facilities supervisor with inspecting fields and facilities and recommending repair or maintenance in a timely manner prior to events

SUPPLIES, EQUIPMENT & UNIFORMS:

1. Keep an updated inventory of all athletic equipment and uniforms.
2. Keep supplies, equipment, and uniforms in satisfactory condition, and order all new and replacement supplies, equipment, and uniforms when necessary.
3. Inspect all athletic areas for cleanliness and the proper storage of all athletic supplies, equipment, and uniforms.
4. Provide each coach with equipment, team medical supplies, and uniforms prior to the season and insure that each coach returns all equipment, unused supplies, and uniforms using a checklist.

EVENTS:

1. Schedule the use of all athletic facilities and fields for school athletic games and practices following school procedure.
2. Coordinate with the facilities supervisor to see that all playing surfaces are properly conditioned for all home games, and coordinate with non-school personnel for the use of non-school district playing facilities, if necessary.
3. Arrange for officials for all interscholastic events and make arrangements for payment of officials.
4. Be present or arrange for a school representative to be present at all home games, and assign a head coach to assume responsibility at all away games.
5. Arrange for employees for all home games including ticket sellers and takers, timekeepers, scorekeepers, etc.

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6. Arrange for the availability of medical supplies, and the presence of an athletic trainer at all home contest.

TRANSPORTATION:

1. Arrange and confirm bus or other transportation for athletic participants.
2. Verify that all participants have proper permission forms for alternative transportation if requested.
3. Communicate the athletic transportation policy to all coaches responsible for away game transportation.

COMMUNICATION:

1. Conduct athlete, parent and coaches meetings as needed.
2. Represent the schools at CIF meetings and events.
3. Communicate issues with school and non-school athletic facilities and fields to the facilities director.
4. Work with coaches to make sure that all student athletes and parents know the rules and regulations.
5. Act as a liaison between coaches and the athletic booster clubs.
6. Maintain an open line of communication with local athletic teams regarding use of Literacy Charter athletic facilities and fields and accommodate if possible.
7. Develop, review, and revise the athletic handbook and any athletic agreements that each athlete, parent, and coach must abide by, with recommendations from administration and coaches, and subject to school board approval.
8. Promote and model good sportsmanship and maintain an active program that welcomes competing teams, guests, and game officials.
9. Coordinate publicity and news releases to the media
10. Follow a chain of command of:
 - Athlete/parent to coach
 - Coach to athletic director
 - Athletic director to principal.

RECORD KEEPING

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1. Officials requests for payment and coordinate those payments
2. Team's wins and losses record
3. Team fundraising/revenue and team expenses

COORDINATING

1. Early dismissal of teams with site administrators
2. Post season participation if applicable (schedule of games, facilities, ticket sales, officials, directions, drivers)

ADDITIONALLY

1. Attend the post season seeding meetings if applicable
2. Post all games on the school's calendar with addresses, game times, opponents, and contact info
3. Provide directions to drivers and opposing teams for home and away games
4. Coordinate fundraising efforts and activities with the high school booster club

SUPERVISION:

1. Supervise and evaluate all coaches on an annual basis.
2. Assist the school principal in interviewing and making recommendations for renewing and hiring of new coaches.
5. Work with principal in problems of discipline concerning coaches.
6. Liaison with Athletic Booster Club.

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LFCS Athletic Director/PE Job Responsibilities

<p>Coaches:</p> <p>Prescreen phone interviews</p> <p>In-person interviews</p> <p>Walk new coaches through the onboarding process</p> <p>Track coaching certifications and CIF requirements</p> <p>Send out season end parent/athlete evaluations</p> <p>Hold coaches end of season evaluation meetings</p> <p>Hold all coach training meetings throughout the year</p> <p>Purchase coaching jackets, polos, and hats</p> <p>Provide each coach with a team emergency backpack</p> <p>Train coaches and teams on the Emergency Action Plan</p> <p>Sumit all coaches stipends to Jerry</p> <p>Help coaches set up their year-end banquet</p>	<p>Equipment and uniforms:</p> <p>Order (and many times pick up) all equipment(balls, bats, nets, training aids, hurdles, softballs, scorebooks, team bags, equipment bags, chalk and paint for fields, field markers, coaching shirts and jackets, etc.)</p> <p>Check out and check in all team uniforms</p> <p>Organize, inventory and store equipment and uniforms</p> <p>Order and distribute Spirit wear for teams</p>
<p>Athletes:</p> <p>Clear all athletes for each sport</p> <p>Track physical expirations</p> <p>Submit CIF and UT All-Academic Teams</p> <p>Create and print certificates for season-ending banquets, CIF and UT All academic teams.</p> <p>Honor athletes at assemblies</p> <p>Hold athlete/parent ejection meetings</p> <p>Submit ejection paperwork to CIF</p> <p>Order CIF and league patches and distribute to teams</p>	<p>Facilities:</p> <p>Put in work orders for maintenance at the LG rec</p> <p>Oversee floor cleaning at the LG rec</p> <p>Secure gyms for the WCAL (West Coast Athletic League) games and championships.</p> <p>Oversee maintenance of the baseball fields and throwing rings</p> <p>Fight gophers constantly</p>

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<p>Oversee athletes CIF Return to Play and Return to Learn concussion protocol</p> <p>Work with parents and athletes to submit transfer paperwork to CIF for all athletes who transfer to our school.</p> <p>Monitor CIF Sit Out Periods issued to transfer students</p> <p>SALT team</p> <p>Organize college signing day for our athletes</p>	
<p>Practices and Games:</p> <p>Schedule games for new coaches</p> <p>Check and compare MaxPreps and Arbiter for accuracy each week</p> <p>Pay officials for all contests</p> <p>Make sure all visiting teams have correct directions to our backfield.</p> <p>Greet officials</p> <p>Make sure the fields are striped and set up</p> <p>Create a game and practice schedule for the 3 teams that share the rec center during the winter season.</p> <p>Follow up to ensure all scores are entered on MaxPreps and home campus.</p> <p>Create a supervision schedule for all sports.</p> <p>Fill holes on the back field</p> <p>Call the gopher company when holes appear.</p> <p>Adjust and monitor the sprinkler system to the back field.</p> <p>Determine release times for all games and put them on Home Campus.</p> <p>Host playoff games</p> <p>Send in playoff finances to CIF</p> <p>Secure people to run the game and shot clocks</p>	<p>Finances:</p> <p>Pay officials after every game on Arbiter Pay</p> <p>Submit all invoices to Jerry</p> <p>Make all team deposits with Heather</p> <p>Track all deposits and expenditures for every team</p> <p>Track all general athletic expenditures</p> <p>Write tax write off thank yous to large donors</p> <p>Send coaches weekly snapshots of their budget to ensure all teams end in the black.</p> <p>File playoff financial reports with CIF</p> <p>Fund Arbiter Pay each year</p> <p>Figure out how much each team pays in ref fees for their season and deduct it from their team account</p> <p>Personalize donation letters</p> <p>Work with donors to create their sponsor banners</p> <p>Give a year-end report of the team ending balances to admin</p> <p>Submit all coaching stipends for each season of sport</p> <p>Track and pay all dues including Frontier Conference, CIFSDS, CIF state, NIAAA,</p>

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<p>for all JA and LCHS home games</p> <p>Attend senior night games</p> <p>Attend and supervise all the league and CIFplayoff games for our 25 teams</p>	
<p>CIF and League responsibilities:</p> <p>Oversee the 10 team football league</p> <p>Invoice schools for league fees</p> <p>Host ½ the season for football league games</p> <p>Set up supervision schedule for Saturday football</p> <p>Create the league schedule</p> <p>Collect all scores</p> <p>Arrange for and pay the officials for all games</p> <p>Purchase perpetual trophy</p> <p>Attend monthly Frontier Conference meetings</p> <p>Host training meetings for new Athletic Directors</p> <p>Attend all CIF Coordinating Council meetings</p> <p>Host the 13 schools 3 times a year game scheduling meetings.</p> <p>Put together all the schedules for the 3 seasons of sports for the WCAL.</p> <p>Serve on special committees such as Frontier Conference Player of the Year, CIF Coordinating Council, CIF hiring committee, new Athletic Director Training, etc</p>	<p>Athlete Eligibility:</p> <p>Track all athletes eligibility for every grading period</p> <p>Set up and attend all parent/athlete/teacher meetings for each student that becomes ineligible.</p> <p>Oversee athletes return to practice once ineligible</p> <p>Collect uniforms from athletes that do not return to the team after becoming ineligible.</p> <p>Notify all coaches of athletes that are ineligible</p> <p>Track ineligible athletes for 4 years for senior cord honors.</p>
<p>Public Relations:</p> <p>Work with vendors in purchasing all of our</p>	<p>Lead PE teacher</p> <p>Observe PE teachers</p>

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<p>spirit wear, equipment, and team needs.</p> <p>Attend Back to school nights, Bulldog to Lion, Parent Connection, all team parent meetings, and Sports Nights.</p> <p>Try to secure sponsors for our teams</p> <p>Purchase vans</p> <p>SOS meetings with conference AD's</p> <p>Hold Inside Out Initiative training for CIF coaches and AD's.</p> <p>Work on getting the athletic website updated and current</p> <p>Work with the Lemon Grove Academy, the LGA lead PE teacher and the City of Lemon Grove concerning the maintenance and use of the Rec Center.</p>	<p>Coach and Mentor</p> <p>BTSA</p> <p>Hold team meetings</p> <p>Help purchase equipment</p> <p>Inspire and motivate</p>
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Literacy First Charter Schools

TEACHER JOB DESCRIPTION

The most important qualifications for our teachers are:

6. Understanding of the mission and vision of Literacy First Charter Schools
7. Holding a California Teaching Credential, or holding an emergency credential and demonstrating satisfactory progress in meeting their credential obligations. Additionally all teachers working with EL students will be required to have a CLAD credential or be actively enrolled to obtain the credential
8. Willingness to be trained in the school's educational program
9. Ability to work with a team as a collaborative partner
10. A demonstrable effectiveness in teaching
11. A willingness to work hard, to take responsibility, and to exercise leadership for the school as a whole.

Specific qualifications include:

- Willingness to devote time, energy, and effort in developing the school's program
 - Commitment to working with parents as educational partners
 - Willingness to become a learner as well as teacher/coach in the school knowledgeable or willing to become knowledgeable about the developmental needs of our students
 - Display sensitivity to social as well as academic needs of the students
 - Able and desiring to plan cooperatively with other teachers
 - A desire to be trained in the use of different curriculums and learning styles in the classroom
 - Be an active participant in monthly staff meetings
 - Willingness to work closely with the school counselor by providing any information regarding a student's behavior change, attitude, and/or classroom performance
 - Possess leadership role in some aspect of the school's development
 - A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development
1. General Workday Provisions: The Professional workday requires no fewer than eight hours of on site and off site work and that the nature of the duties does not lend itself to a total daily work time of definite or uniform length.
 2. Minimum on-site obligation: It is understood that all full-time teachers shall be assigned a minimum on-site obligation of uniform duration, but may have differing class schedules, hours of assignment, and starting times.
 3. Full-time elementary teachers shall report to work each day at least (30) minutes before the first class or other assignment begins in order to open and organize the classroom and be prepared for class to begin and to perform assigned pupil supervision duties. They shall serve at least a full 310 minutes of classroom instructional time exclusive of recess and lunch. They shall remain on site for at least 30 minutes after the dismissal of the last classes and shall remain thereafter as reasonably necessary to confer with pupils and offer them special assistance, to confer with parents,

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administrators and staff to perform assigned pupil supervision duties and to perform their professional obligations.

4. The normal schedule of on-site hours is also to be observed on such days as pupil free days, and is also observed on minimum days and shortened days unless the immediate administrator authorizes early dismissal of staff.

Other Professional duties: Each employee is responsible not only for classroom duties for which properly credentialed, but also for all related professional duties. Such professional duties include the following examples: instructional planning; preparing lesson plans in a format appropriate to the teacher's assignment; preparing and selecting instructional materials; reviewing and evaluating the work of pupils; communicating and conferring with pupils, parents staff and administrators; maintaining appropriate records; providing leadership and supervision of student activities and organizations; supervising teacher aids when assigned; cooperating in parent, community and open house activities; participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current with developments within their areas or subjects of assignment; assuming reasonable responsibility for the proper use and control of school property, equipment, material and supplies; and attending faculty, departmental, grade-level and other meetings called or approved by the immediate administrator.

5. Faculty, Team, Staff Development and Committee Meetings: Employees shall be expected to attend such meetings as directed by the school administrator.
6. Duty Free Lunch: Each employee shall except in emergencies or special situations be entitled to a duty free lunch period of not less than 30 minutes as scheduled by the school Admin.
7. Credentials: The teachers shall be required to hold a Commission on Teacher Credentialing Certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at Literacy First Charter Schools and shall be subject to periodic inspection by the chartering authority. All contracted teachers will have the appropriate education and certification as required by the California Commission of Teacher Credentialing according to NCLB requirements. Substitute teachers must have a verified 4-year college degree from an approved institution of higher learning.

*NOTE: The Board of Directors of Literacy First Charter Schools can alter the above job descriptions as they see fit as long as they conform to State regulations.

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More specific job descriptions are available upon request for all classifications of positions at LFCS.

APPENDIX I
Staff Development

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Staff Development at Literacy First Charter Schools K12

Staff Development at LFCS occurs in several ways: 1) Staff Conversations – monthly all staff K12 meet together for a afternoon of collaboration, team building and staff development. Topic range in interest from general educational subjects regarding classroom management, technology in the classroom and trending educational best practices to table talks with a variety of “hot topics” where teachers are the experts. Sessions may be leveled by grade, content or interest. These sessions are generally led by experts within the LFCS organization. On occasion, outside contractors like Rick Morris or Quantum Learning make the presentations. 2) Out side sessions – On topics such as Common Core, the Socratic method, Restorative Justice, to name a few, an LFCS team may be sent to receive specific training. The method is for this team to receive the training and return to train their colleagues. 3) Grade level meetings – at least monthly and generally more often grade level teams meet to collaborate and plan so that all students are receiving equitable instruction and all staff is trained in the LFCS way of doing school. Additionally, at the high school level teams meet in departments as well as across content grade level teams to develop rubrics and calibrate expectations for writing. Because we are a K12 system, quarterly our teams meet by content level grades 6-12 to ensure that we are backward planning well enough so that our LFCS K8 students are prepared for our high school program transition. 4) Training week – Every year at the beginning of the school year all staff K12 engage in an intensive week of training. This week includes all topics from procedures to the latest trends in best practices and extreme team building for the culture of LFCS.

LFCS has used a program called Edivate that incorporates professionally development plans and goals with specific observation and evaluation tools. This was moderately successful. We have also used the online version of **Master Teacher** which has current research and best practices articles. Required reading deadlines and discussion circles were a part of that program.

Additionally, LFCS has use book study groups and team research projects. This is an ongoing process and we are looking forward to being more individual in our development of professional development for our LFCS staff. The present situation has made specific, individual professional development other than the obvious “new tools” needed for surviving the climate in which we live including a pandemic and a volatile politics situation for funding and strategic planning for the future of education.

We fully recognize that our most valuable asset in student learning is an effective classroom teacher. It is to that end that we strive to develop a strong, organic and purposeful professional development program.

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2020.21 LFCS Schedule of Meetings (Half Day Friday)

Lunch@	Date	WHO	Topic	Location
x	8/13-9/2	All K12 teaching staff	Training weeks	JA
	9/18	Team/Dept mtgs	Planning, preparing & Collaborating	
	9/25	Team/Dept mtgs	Planning	
	9/29	Lead teacher mtg	@4:15	LA
x	10/2	Team/Dept mtgs, Admin mtg(LA)	Lunch with Teams/Dept reimbursed	
x	10/9	All staff	Innovation Day	JA
	10/16	Team/Dept mtgs	Planning, preparing & Collaborating HS Conferences	
	10/23	Newbie mtg @ LA	@ 2:15pm	LA
	11/6	Team mtg K5, Dept 6-12 Speciality teams PE/Art, SPED, Intervention,	Across the curriculum K12 articulation Across the curriculum	
	11/13	Lead Tchrs mtg.	@ 2pm	LA
	11/20	Team/Dept meetings, Admin mtg(LA)		
x	12/4	All Staff	Christmas Lunch	
	12/11	HS Depts/ K8 conference, plan a team mtg time for 90 minutes during this time		

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	12/15	Newbie mtg/observation training	@4pm	LA
	12/18	HS Conferences and team meetings		
	1/8	Team/Dept meetings, Admin mt(LA)	Revisiting mission, vision and values	
x	1/15	All Staff		
	1/22	Lead Tchrs mtg.	@ 2pm	LA
	1/29	K8 Team/ High School Finals		
	2/5	Team mtg K5, Dept 6-12 Specialty teams PE/Art, SPED, Intervention,		
x	2/19	Team meetings, Dept. mtg	Planning, preparing & Collaborating	
	2/26	Team meetings, Dept. mtg, Admin mtg(LA)	Lunch with Teams/Dept reimbursed	
x	3/5	All staff		JA
	3/12	Lead Tchrs mtg.	.@ 2pm	LA
	3/19	HS Dept/K8 conference, plan a team mtg time for 90 minutes during this time		
	3/26	Team mtgs Newbie mtg@ 2:30		
	4/2	K8 Teams/ HS Conferences,		

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x	4/16	Team meetings, Dept. mtg, Admin mtg(LA)	Lunch with Teams/Dept reimbursed	
	4/23	Team mtg K5, Dept 6-12 Specialty teams PE/Art, SPED, Intervention,		
	4/30	Lead Tchrs mtg.	@ 2pm	LA
	5/7	All Staff		JA
x	5/14	Team meetings, Dept. mtg, Admin mtg(LA)	Lunch with Teams/Dept reimbursed	
x(PTLC)	5/21	All staff, Team meetings, Dept. mtg		
x	6/4	All Staff		JA
	6/11	Team meetings, Dept. mtg	Planning, preparing & Collaborating	
	6/21	Admin mtg		LA

Team mtg K5, Dept 6-12 AND Team meetings, Dept. mtg = LOCATION TO BE DETERMINED BY THE LEAD

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SAMPLE LFCS Staff Training Sessions Half Day Friday

Lunch@ LA	Date	WHO	Topic	Location
x	8/13-20	All K12 teaching staff	Training week	LA
x	9/6	Leads, Dept Heads, lead coaches (AM)New Staff (pm)	Instructional coaching Intro to Quantum Quantum Refresher 1-12	LA
	9/20	Team meetings	Team training by lead	
	10/4	Team meeting K5 Depts 6-12	Math training K5 and Dept. 6-12collaboration (Illuminate training)	
x	10/18	All K12	Innovation Conferences in including	LA
x	11/15	Team meetings	2:15 - 3:30 @ LA AIMSweb data training 1-5 illuminate (JA 6-8) HS. Kdg DEPT/TEAMS	
	12/5	K8 teachers	TEam Mtgs. Block out during conferences. Classified staff training	
x	12/6	All LFCS Staff Christmas luncheon		
	12/19	HS Dept Meetings	Department meeting, block out during conferences	HS
x	1/17	K12 staff	Current research topics: sex trafficking Harassment, launch of Bullseye	LA

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	2/7	K12 staff	Team Training; ABA Behavior Training Admin/ SPED, Coaches,	LA
	2/21	Team mtgs	Training by leads	
x	3/6	All teachers	Team Department mtgs 6-12, Team mtgs K5, special teams. El PAC training, Illuminate 6-12, short session The Illuminate session will start first for the 6-12 and be a short session. After that Department meetings can start. All other groups can begin.	LA/HS
	3/20	K12 Staff	ABA LEADS training, Conferences K8	LA
	3/20	Classified Staff	leadership, communication,, Zierman and Ramos	LA
	3/18-20	All teachers	TEAM mtgs k8 Block out time during conference week	
x	4/3	K12 Staff	Zierman on developing a personal trust Quantum Level 1? Ramos during lunch time on retirement	LA
	4/8-10	HS Teachers	Block out time during conferences for planning	
	5/1	All teachers	TEAM/Dept mtg, 6-12, Illuminate checkin 6-12	
x	5/15	All teachers	TEAM/Depart mtgs	LA
	6/5	All teachers	EOY Staff convo	LA
x	6/21	EOY	Celebrating our Team	JA

"...WHO AT THE BEST
KNOWS IN THE END
THE TRIUMPH OF
HIGH ACHIEVEMENT,
AND WHO AT THE
WORST, IF HE FAILS,
AT LEAST FAILS WHILE
DARING GREATLY"
—THEODORE
ROOSEVELT



Dare to Teach
Dare to Build
Dare to Fight
Dare to Lead

CELEBRATING 20 YEARS



BASE CAMP

- Testing - Refer to online schedule.
- Own classrooms - working in your own classrooms preparing for the many possibilities that this year may hold!
- Quantum + Team Meetings + SEH - ALL K to 12 will attend staggered Quantum sessions and team or department meetings. Refer to the online schedule.
- Breakout Sessions - Refer to the online sign - up schedule.
- Board Breakfast - Our school board would like to thank you for daring greatly this year as an essential front line worker!
- Daring Greatly Adventure - Wear your walking shoes and friendliest smeyes;)
- Break - Relax, Recharge, Refresh, Hope!

"WE NEED RESILIENCE AND HOPE AND A SPIRIT THAT CAN CARRY US THROUGH THE DOUBT AND FEAR. WE NEED TO BELIEVE THAT WE CAN EFFECT CHANGE IF WE WANT TO LIVE AND LOVE WITH OUR WHOLE HEARTS."
-BRENE BROWN



EXPEDITIONS

WEEK 2

- Aug 17 - 10am · JA Launch
- Aug 18 - Testing & Prep or own classrooms
- Aug 19 - Testing & Prep or own classrooms
- Aug 20 - 9am · JA · Quantum + Team Mtgs
- Aug 21 - ELPAC Training or own classrooms

WEEK 3

- Aug 24 - Testing or own classrooms
- Aug 25 - Testing or own classrooms
- Aug 26 - Testing or own classrooms
- Aug 27 - 9am · JA · Quantum or SEL
- Aug 28 - 9am · JA · Quantum or SEL

WEEK 4

- Aug 31 - Breakout Sessions
- Sept 1 - Board Breakfast + Sessions
- Sept 2 - 9am · Daring Greatly Adventure
- Sept 3 to 7 - Break
- Sept 8 - FIRST DAY OF SCHOOL!!!!!!!!!!!!!!

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LFCS has developed our own induction program for “new to LFCS” teachers. This may be brand new teachers or teachers transferring from other schools to LFCS. The culture of LFCS is such that all new staff will be better prepared to if they are included in this program. Additionally, any staff that changes assignments is also included in this program.

LFCS Coach & Teacher Support

Welcome to the LFCS team. Some of you are beginning your teaching career with us and some of you come to us with years of experience. Both are important to our students and their success and it is our goal to help you have a successful year as you become part of the LFCS teaching family.

In order to do that we have chosen a “Classroom Coach” for you that will walk you through your first year with us. We have designed this with the PLAN-TEACH-REFLECT-APPY cycle as indicated here. The discussion assignments below will help you throughout the year to evaluate and reflect your teaching practice and how it fits into what we do at LFCS. Your coach will be someone you will have these discussions with and who will answer any questions you have and help you understand LFCS.

After each discussion fill out the dialogue form and give a copy to your coach and Mrs. Beyer.

Plan	With grade level or with coach if no grade level
Teach	Teacher in the classroom
Reflect	Teacher sharing with coach
Apply	Teacher alone and in reflection with coach or Teacher as coach watches and reflect together

August / September	<ol style="list-style-type: none"> 1. Discuss with your coach what the make up of your class is, EL/boys/girls/resource etc 2. Discuss with your coach three things that are working with your behavior management / classroom management and three things that are not working or didn't work. 3. Discuss with your coach what part of the day is the most difficult for you and the part that is the most enjoyable. 4. Discuss progress reports and when and how they need to be sent out. 5. Teachers with at least one year of teaching experience fill out the Self-Evaluation. Discuss with Coach.
October	<ol style="list-style-type: none"> 1. Discuss with your coach no less than three students who are difficult in your class, either behavior or academic, and what you are doing to help those students or get direction from your coach on how to help. Discuss students who may need to be on an Rti and how to go about putting writing one. 2. Discuss with your coach the assessments of your students and identify two things you are concerned about in regards to filling in report cards and conferencing with parents.

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	<ol style="list-style-type: none"> 3. If your grade level does Scantron testing go over with your coach the results of your class' Scantron scores. 4. <u>Early in the month observe in another teachers classroom share what you learned with your coach.</u>
November	<ol style="list-style-type: none"> 1. Tell your coach the most difficult conference you had and the one that was the most enjoyable. 2. Discuss with your coach students who are below grade level and decide if any need to be in an Rti at this point. Work with your coach to write the Rti if needed. 3. Re-visit progress reports, when and how to send them out. 4. <u>Ask another teacher to come observe you in your classroom and share what they saw with your coach if the observer was not your coach.</u>
December	<ol style="list-style-type: none"> 1. Discuss with your coach students who need differentiation in their instruction and what you are doing to differentiate. 2. Discuss with your coach the students in your class that are resource/EL and identify what you are doing in class to assist the resource/EL teacher during regular classroom instruction.
January	<ol style="list-style-type: none"> 1. Evaluate with your coach your first semester and identify three things that went well and three things you would like to improve for the second semester. 2. Identify the students in your class who are below grade level in any area and discuss with your coach the issues you will be informing the parents of at the second conference. High School, identify students who are at risk of failing your class discuss with your coach parent conferences you will have. 3. <u>Observe again in another teachers classroom share with your coach your observation.</u>
February	<ol style="list-style-type: none"> 1. First year teachers fill in the Self-Evaluation and discuss with coach. 2. Teachers with at least one year of experience complete second Self-Evaluation, share with coach. 3. Discuss progress reports. 4. <u>Invite another teacher to come observe you and discuss with them what they saw share that with your coach.</u>
March	<ol style="list-style-type: none"> 1. Based on Self-Evaluation, choose one area to work on and share with coach what you will do this month and next to improve in that area. 2. <u>Observe again in another teachers classroom share with coach.</u>
April	<ol style="list-style-type: none"> 1. At the end of the month reflect and share with coach the area you choose to work on how that went. 2. Discuss progress reports.
May	<ol style="list-style-type: none"> 1. Reflect again choosing three areas of your teaching practice that went well this year and three areas to research this summer how to improve. Share this with your coach. 2. <u>Observe in another teachers classroom share with coach.</u>
June	<ol style="list-style-type: none"> 1. Complete Self-Evaluation again.

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CATS Self-Assessment

Name: _____ 1 st year teachers should fill this out after their first semester and again at the end of the year. Teachers who have taught at least one year should fill this out at the beginning of the school year at the end of 1 st semester and again at the end of the year.		Beginning of year				Mid year				End of year			
		Practice Not		Maturing Practice	Experienced Practice	Practice Not	Beginning Practice	Maturing Practice	Experienced Practice	Practice Not			Experienced Practice
Engaging and Supporting All Students in Learning	1.1 Connecting students' prior knowledge, life experience, and interests with learning goals												
	1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs												
	1.3 Facilitating learning experiences that promote autonomy, interaction, & choice												
	1.4 Engaging students in problem solving, critical thinking, and other activities that make subject-matter meaningful												
	1.5 Promoting self-directed, reflective learning for all students												
Creating and Maintaining Effective	2.1 Creating a physical environment that engages all students												
	2.2 Establishing a climate that promotes fairness and respect												
	2.3 Promoting social development and group responsibility												

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Name: _____ 1 st year teachers should fill this out after their first semester and again at the end of the year. Teachers who have taught at least one year should fill this out at the beginning of the school year at the end of 1 st semester and again at the end of the year.		Beginning of year				Mid year				End of year			
		Practice Not		Maturing Practice	Experienced Practice	Practice Not	Beginning Practice	Maturing Practice	Experienced Practice	Practice Not			Experienced Practice
	2.4 Establishing and maintaining standards for student behavior												
	2.5 Planning and implementing classroom procedures and routines that support student learning												
	2.6 Using instructional time effectively												
Understanding & Organizing Subject Matter for Student Learning	3.1 Demonstrating knowledge of subject-matter content & student development												
	3.2 Organizing curriculum to support student understanding of subject- matter												
	3.3 Interrelating ideas and information within and across subject-matter areas												
	3.4 Developing student understanding through instructional strategies that are appropriate to the subject-matter												
	3.5 Using materials, resources, and technologies to make subject-matter accessible to students												

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		Beginning of year			Mid year			End of year				
		Practice Not		Maturing Practice	Experienced Practice	Practice Not	Beginning Practice	Maturing Practice	Experienced Practice	Practice Not		Experienced Practice
Planning Instruction and Designing Learning Experiences for All Students	4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs											
	4.2 Establishing and articulating goals for student learning											
	4.3 Developing and sequencing instructional activities and materials for student learning											
	4.4 Designing short-term and long-term plans to foster student learning											
	4.5 Modifying instructional plans to adjust for student needs											
Assessing Student Learning	5.1 Establishing and communicating learning goals for all students											
	5.2 Collecting and using multiple sources of information to assess student learning											
	5.3 Involving and guiding all students in assessing their own learning											

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		Beginning of year			Mid year			End of year				
		Practice Not		Maturing Practice	Experienced Practice	Practice Not	Beginning Practice	Maturing Practice	Experienced Practice	Practice Not		Experienced Practice
	5.4 Using the results of assessments to guide instruction											
	5.5 Communicating with students, families, & other audiences about student progress											
Developing as a Professional Educator	6.1 Reflecting on teaching practice and planning professional development											
	6.2 Establishing professional goals and pursuing opportunities to grow professionally											
	6.3 Working with communities to improve professional practice											
	6.4 Working with families to improve professional practice											
	6.5 Working with colleagues to improve professional practice											
	6.6 Balancing professional responsibilities and maintaining											

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Literacy First has developed an observation tool that provides teachers with feedback based on these components

Foundation, Atmosphere, Design and Delivery, Environment = FADE

This is based on the Quantum methodology of brain based learning. A digital walkthrough tool called “BULLSEYE” has been developed that provide fast feedback and the ability to coach, mentor and develop engaged, dynamic teaching which results in engaged, dynamic learning.

FADE Core Components

Leaders and teachers gain competence in the purposeful orchestration of core components:

- a solid **Foundation** of alignment through clearly defined expectations, values and goals
- an empowering **Atmosphere** where students and staff feel safe and supported, exhibiting good character and experiencing a strong sense of belonging
- effective **Design** of lessons and strategic plans that are enhanced by the principles of neuro- and cognitive sciences
- a supportive classroom and school **Environment** that is inviting, comfortable and stimulating
- engaging **Delivery** that uses a multisensory approach and maximizes participation and comprehension

Foundation

Foundation is the context of the classroom that aligns teacher and students toward a common vision of an effective, positive learning experience.

Alignment is achieved through the development and implementation of procedures and rules that clearly define expectations, values, and goals for teachers and students. This creates a culture of high expectations. Students understand classroom procedures and know how to interact with each other and with their teacher to experience successful learning.

Important Foundation elements include:

- The 8 Keys of Excellence character program

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- Skills that improve note taking, memory, comprehension and retention
- Life skills that inspire and motivate students to be effective learners and take responsibility for their learning

Atmosphere

The atmosphere of the classroom plays a significant role in the affective domain of learning.

It's the general feeling and tone teachers create in classrooms so that:

- Students feel safe and supported
- There is a strong sense of belonging
- The tone of the classroom is “down to business,” yet comfortable and motivating
- The development of character-building life skills promotes respect and rapport—between the teacher and the students and among the students
- Every effort is acknowledged—all learning and achievements are celebrated

Design

Dynamic lessons are crafted using brain-considerate elements.

Design intertwines the elements of student buy-in and prior knowledge, increasing comprehension and retention, developing conceptual understanding and the transfer of learning to real-life situations. Students participate in activities where they demonstrate their knowledge allowing teachers to accurately assess student progress. Our Design Frame and Teaching Cycle include:

- Creating student buy-in and receptivity to learning
- Accessing students' schema to enhance personal meaning and relevance
- Differentiating instruction through variations in content structure and presentation
- Facilitating reviews and reinforcements that check for understanding
- Connecting positivity to learning

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Environment

Environment is the use of physical space to support a culture of learning.

The ideal classroom environment is inviting, comfortable and stimulating. Because everything sends a message about what is important, the environment is purposefully constructed with:

- Content-related and inspirational posters
- Student-generated work
- Music to significantly influence students' readiness to learn
- Plants, lighting, décor and furniture arrangement

Delivery

Delivery is the orchestrated facilitation of the lesson.

Effective delivery maximizes participation, comprehension, and competency. Elements of facilitation:

- Questioning strategies and discussion skills that increase participation and accountability
- Clear directions
- Maximizing student attention
- Purposeful use of voice, gestures and word choice

In addition, the Quantum Learning System amplifies the results of frameworks for teaching excellence.

Teachers are observed by peers, mentors, lead teachers, department heads, admin teams and teacher coaches. The goal is to provide collaborative feedback in a safe environment so that teams are strong and can work together to develop dynamic learning in their classrooms.

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LFCS Matrix for digital observation tool



Mastery Component	Mastery Objective	Mastery Objective Description
Foundation	Shared Classroom Vision	<p>The teacher has established a shared classroom mission and vision with values and principles that connect to the LFCS mission.</p> <p>Yes = The teacher has established a shared classroom mission and vision with values and principles that connect to the LFCS mission.</p> <p>Mostly = The teacher has mostly established a shared classroom mission and vision with values and principles that connect to the LFCS mission.</p> <p>Sometimes = The teacher has somewhat established a shared classroom mission and vision with values and principles that connect to the LFCS mission.</p> <p>No = The teacher has not established a shared classroom mission and vision with values and principles that connect to the LFCS mission.</p>
	LFCS Mission	<p>The teacher models, executes, and/or furthers the LFCS mission, vision, and values.</p> <p>Yes = The teacher always models, executes, and/or furthers the LFCS mission, vision, and values.</p> <p>Mostly = The teacher mostly models, executes, and/or furthers the LFCS mission, vision, and values.</p> <p>Sometimes = The teacher sometimes models, executes, and/or furthers the LFCS mission, vision, and values.</p> <p>No = The teacher does not model, execute, and/or further the LFCS mission, vision, and values.</p>

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Classroom Procedures	<p>The teacher has established and consistently reinforces appropriate classroom procedures, expectations, and goals.</p> <p>Yes = The teacher has established and consistently reinforces appropriate classroom procedures, expectations, and goals.</p> <p>Mostly = The teacher has mostly established and mostly reinforces appropriate classroom procedures, expectations, and goals.</p> <p>Sometimes = The teacher has somewhat established and sometimes reinforces appropriate classroom procedures, expectations, and goals.</p> <p>No = The teacher has not established/reinforced appropriate classroom procedures, expectations, and goals.</p>
Classroom Routines	<p>The teacher has established clear and consistent daily classroom routines.</p> <p>Yes = The teacher has established clear and consistent daily classroom routines.</p> <p>Mostly = The teacher has mostly established clear and consistent daily classroom routines.</p> <p>Sometimes = The teacher has somewhat established clear and consistent daily classroom routines.</p> <p>No = The teacher has not established clear and consistent daily classroom routines.</p>
Character Education	<p>Character Education is clearly visible, taught, and reinforced by the grade specific LFCS success criteria.</p> <p>Yes = Character Education is clearly visible, taught, and reinforced by the grade specific LFCS success criteria.</p> <p>Mostly = Character Education is visible, taught, and reinforced by the grade specific LFCS success criteria most of the time.</p> <p>Sometimes = Character Education is visible, taught, and reinforced by the grade specific LFCS success criteria only sometimes.</p>

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	<p>No = Character Education is not clearly visible, taught, or reinforced by the grade specific LFCS success criteria.</p>
<p>Classroom Management</p>	<p>The teacher has a clear classroom management system that is consistent regarding quality of work, appropriate behavior, and how students should interact with one another and the teacher.</p> <p>Yes = The teacher has established a clear classroom management system that is consistent regarding quality of work, appropriate behavior, and how students should interact with one another and the teacher.</p> <p>Mostly = The teacher has mostly established a clear classroom management system that is consistent regarding quality of work, appropriate behavior, and how students should interact with one another and the teacher.</p> <p>Sometimes = The teacher has somewhat established a clear classroom management system that is consistent regarding quality of work, appropriate behavior, and how students should interact with one another and the teacher.</p> <p>No = The teacher has not established a clear classroom management system that is consistent regarding quality of work, appropriate behavior, and how students should interact with one another and the teacher.</p>

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<p>Atmosphere</p>	<p>Opening & Closing Classroom</p>	<p>The teacher has created a clear and consistent opening and closing classroom tradition, where students are known and a sense of belonging is created.</p> <p>Yes = The teacher has created a clear and consistent opening and closing classroom tradition, where students are known and a sense of belonging is created.</p> <p>Mostly = The teacher has mostly created a clear and consistent opening and closing classroom tradition, where students are known and a sense of belonging is created.</p> <p>Sometimes = The teacher sometimes creates a clear and consistent opening and closing classroom tradition, where students are known and a sense of belonging is created.</p> <p>No = The teacher has not established a clear and consistent opening and closing classroom tradition, where students are known and a sense of belonging is created.</p>
	<p>Teacher Instruction Style</p>	<p>The teacher instructs with passion, enthusiasm, and interest, actively monitoring all student learning during every lesson using proximity.</p> <p>Yes = The teacher always instructs with passion, enthusiasm, and interest, actively monitoring all student learning during every lesson using proximity.</p> <p>Mostly = The teacher mostly instructs with passion, enthusiasm, and interest, actively monitoring student learning during every lesson using proximity.</p> <p>Sometimes = The teacher sometimes instructs with passion, enthusiasm, and interest, and sometimes actively monitors all student learning during every lesson using proximity.</p> <p>No = The teacher does not instruct with passion, enthusiasm, and interest, and does not actively monitor all student learning during every lesson using proximity.</p>

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<p>Use of Music</p>	<p>The teacher effectively uses appropriate music to affect state changes, anchor behavior, soothe, energize, orchestrate, and/or focus.</p> <p>Yes = The teacher always uses appropriate music effectively to affect state changes, anchor behavior, soothe, energize, orchestrate, and/or focus.</p> <p>Mostly = The teacher mostly uses appropriate music effectively to affect state changes, anchor behavior, soothe, energize, orchestrate, and/or focus.</p> <p>Sometimes = The teacher sometimes uses appropriate music to affect state changes, anchor behavior, soothe, energize, orchestrate, and/or focus.</p> <p>No = The teacher does not use appropriate music to affect state changes, anchor behavior, soothe, energize, orchestrate, and/or focus.</p>
<p>Positive Passion for Teaching</p>	<p>The teacher has a passion for teaching youth and uses positive language, appropriate tone and body language to communicate the desired behavioral expectations.</p> <p>Yes = The teacher always has a passion for teaching youth and uses positive language, appropriate tone and body language to communicate the desired behavioral expectations.</p> <p>Mostly = The teacher mostly has a passion for teaching youth and uses positive language, appropriate tone and body language to communicate the desired behavioral expectations.</p> <p>Sometimes = The teacher sometimes has a passion for teaching youth and uses positive language, appropriate tone and body language to communicate the desired behavioral expectations.</p> <p>No = The teacher does not have a passion for teaching youth and does not use positive language, appropriate tone or body language to communicate the desired behavioral expectations.</p>

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<p>Researched Methods & Success</p>	<p>The teacher uses research proven methods and expects student success.</p> <p>Yes = The teacher always uses research proven methods and always expects student success.</p> <p>Mostly = The teacher mostly uses research proven methods and mostly expects student success.</p> <p>Sometimes = The teacher sometimes uses research proven methods and expects student success.</p> <p>No = The teacher does not use research proven methods and does not expect student success.</p>
<p>Efforts Acknowledged & Celebrating</p>	<p>The teacher practices “acknowledging every effort” and “if it is worth doing it’s worth celebrating.”</p> <p>Yes = The teacher always practices “acknowledging every effort” and “if it is worth doing it’s worth celebrating.”</p> <p>Mostly = The teacher mostly practices “acknowledging every effort” and “if it is worth doing it’s worth celebrating.”</p> <p>Sometimes = The teacher sometimes practices “acknowledging every effort” and “if it is worth doing it’s worth celebrating.”</p> <p>No = The teacher does not practice “acknowledging every effort” and “if it is worth doing it’s worth celebrating.”</p>
<p>Respect for Students</p>	<p>The teacher uses verbal and non-verbal communication that demonstrates an appropriate respectful relationships between teacher and students.</p> <p>Yes = The teacher always uses verbal and non-verbal communication that demonstrates an appropriate respectful relationships between teacher and students.</p> <p>Mostly = The teacher mostly uses verbal and non-verbal communication that demonstrates an appropriate respectful relationships between teacher and students.</p> <p>Sometimes = The teacher sometimes uses verbal and nonverbal communication that demonstrates an</p>

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	<p>appropriate respectful relationships between teacher and students.</p> <p>No = The teacher does not use verbal and non-verbal communication that demonstrates an appropriate respectful relationships between teacher and students.</p>
<p>Student Involvement</p>	<p>The teacher meaningfully involves all students as active participants in the learning process.</p> <p>Yes = The teacher always meaningfully involves all students as active participants in the learning process.</p> <p>Mostly = The teacher mostly meaningfully involves all students as active participants in the learning process.</p> <p>Sometimes = The teacher sometimes meaningfully involves all students as active participants in the learning process.</p> <p>No = The teacher does not meaningfully involve all students as active participants in the learning process.</p>
<p>Classroom Management</p>	<p>The teacher effectively manages his/her classroom in such a way that students feel safe, valued, and learn to their potential.</p> <p>Yes = The teacher always effectively manages his/her classroom in such a way that students feel safe, valued, and learn to their potential.</p> <p>Mostly = The teacher effectively manages his/her classroom most of the time in such a way that students feel safe, valued, and learn to their potential.</p> <p>Sometimes = The teacher sometimes effectively manages his/her classroom in such a way that students feel safe, valued, and learn to their potential.</p>

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		<p>No = The teacher does not effectively manage his/her classroom in such a way that students feel safe, valued, and learn to their potential.</p>
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Design & Delivery	Student Performance Expectations	<p>The teacher uses the initial student performance expectations to specifically encourage and instruct each student during the learning process.</p> <p>Yes = The teacher always uses the initial student performance expectations to specifically encourage and instruct each student during the learning process.</p> <p>Mostly = The teacher mostly uses the initial student performance expectations to specifically encourage and instruct each student during the learning process.</p> <p>Sometimes = The teacher sometimes uses the initial student performance expectations to specifically encourage and instruct each student during the learning process.</p> <p>No = The teacher does not use the initial student performance expectations to specifically encourage and instruct each student during the learning process.</p>
	Quantum Moves	<p>The teacher effectively uses Quantum “moves.”</p> <p>Yes = The teacher always uses Quantum “moves” effectively.</p> <p>Mostly = The teacher mostly uses Quantum “moves” effectively.</p> <p>Sometimes = The teacher sometimes uses Quantum “moves” effectively.</p> <p>No = The teacher does not use Quantum “moves” effectively.</p>

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<p>Explicit Communication</p>	<p>The teacher explicitly communicates what students will do and learn, how to demonstrate mastery, and why this is important.</p> <p>Yes = The teacher always explicitly communicates what students will do and learn, how to demonstrate mastery, and why this is important.</p> <p>Mostly = The teacher mostly communicates what students will do and learn, how to demonstrate mastery, and why this is important.</p> <p>Sometimes = The teacher sometimes communicates what students will do and learn, how to demonstrate mastery, and why this is important.</p> <p>No = The teacher does not explicitly communicates what students will do and learn, how to demonstrate mastery, and why this is important.</p>
<p>Review Prior Knowledge</p>	<p>The teacher reviews prior knowledge to create buy-in and connects it to the new academic content.</p> <p>Yes = The teacher always reviews prior knowledge to create buy-in and connects it to the new academic content.</p> <p>Mostly = The teacher mostly reviews prior knowledge to create buy-in and mostly connects it to the new academic content.</p> <p>Sometimes = The teacher sometimes reviews prior knowledge to create buy-in and sometimes connects it to the new academic content.</p> <p>No = The teacher does not review prior knowledge to create buy-in and does not connect it to the new academic content.</p>
<p>Experience Before Label</p>	<p>The teacher utilizes "experience before label."</p> <p>Yes = The teacher always utilizes "experience before label."</p> <p>Mostly = The teacher mostly utilizes "experience before label."</p> <p>Sometimes = The teacher sometimes utilizes "experience before label."</p> <p>No = The teacher does not utilize "experience before label."</p>

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<p>Authentic Standards & Objectives</p>	<p>The teacher creates and implements authentic, standards and objectives aligned, developmentally appropriate instruction, learning tasks, and assessments.</p> <p>Yes = The teacher always creates and implements authentic, standards and objectives aligned, developmentally appropriate instruction, learning tasks, and assessments.</p> <p>Mostly = The teacher mostly creates and implements authentic, standards and objectives aligned, developmentally appropriate instruction, learning tasks, and assessments.</p> <p>Sometimes = The teacher sometimes creates and implements authentic, standards and objectives aligned, developmentally appropriate instruction, learning tasks, and assessments.</p> <p>No = The teacher does not create and implements authentic, standards and objectives aligned, developmentally appropriate instruction, learning tasks, and assessments.</p>
<p>Hook</p>	<p>The teacher uses a hook to get students interested and engaged in the lesson.</p> <p>Yes = The teacher always uses a hook to get students interested and engaged in the lesson.</p> <p>Mostly = The teacher generally uses a hook to get students interested and engaged in the lesson.</p> <p>Sometimes = The teacher sometimes uses a hook to get students interested and engaged in the lesson.</p> <p>No = The teacher never uses a hook to get students interested and engaged in the lesson.</p>
<p>Review/Recap</p>	<p>The teacher ends the lesson with a review to recap and connect to future learning.</p> <p>Yes = The teacher always ends the lesson with a review to recap and connect to future learning.</p> <p>Mostly = The teacher generally ends the lesson with a review to recap and connect to future learning.</p> <p>Sometimes = The teacher sometimes ends the lesson with a review to recap and connect to future learning.</p>

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	<p>No = The teacher never ends the lesson with a review to recap and connect to future learning.</p>
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<p>Quantum Style State Changes</p>	<p>The teacher effectively uses Quantum style state changes to transition from one activity to another or to regain student attention.</p> <p>Yes = The teacher always uses Quantum style state changes to effectively transition from one activity to another or to regain student attention.</p> <p>Mostly = The teacher mostly uses Quantum style state changes to effectively transition from one activity to another or to regain student attention.</p> <p>Sometimes = The teacher sometimes uses Quantum style state changes to effectively transition from one activity to another or to regain student attention.</p> <p>No = The teacher does not use Quantum style state changes to effectively transition from one activity to another or to regain student attention.</p>
<p>Effective Engagement of Students</p>	<p>The teacher effectively engages students to take ownership in their learning as a whole group, small group, in pairs, and as an individual.</p> <p>Yes = The teacher always engages students to take ownership in their learning as a whole group, small group, in pairs, and as an individual.</p> <p>Mostly = The teacher mostly engages students to take ownership in their learning as a whole group, small group, in pairs, and as an individual.</p> <p>Sometimes = The teacher sometimes engages students to take ownership in their learning as a whole group, small group, in pairs, and as an individual.</p> <p>No = The teacher never engages students to take ownership in their learning as a whole group, small group, in pairs, and as an individual.</p>

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Discussions & Q&A	<p>The teacher effectively engages all students in discussions and Q&A.</p> <p>Yes = The teacher always effectively engages all students in discussions and Q&A.</p> <p>Mostly = The teacher mostly effectively engages all students in discussions and Q&A.</p> <p>Sometimes = The teacher sometimes effectively engages all students in discussions and Q&A.</p> <p>No = The teacher does not effectively engage all students in discussions and Q&A.</p>
Ensured Student Participation	<p>The teacher uses a variety of methods to keep questions randomly delivered and to ensure all students are participating.</p> <p>Yes = The teacher always uses a variety of methods to keep questions randomly delivered and to ensure all students are participating.</p> <p>Mostly = The teacher mostly uses a variety of methods to keep questions randomly delivered and to ensure all students are participating.</p> <p>Sometimes = The teacher sometimes uses a variety of methods to keep questions randomly delivered and to ensure all students are participating.</p> <p>No = The teacher never uses a variety of methods to keep questions randomly delivered and to ensure all students are participating.</p>
Differentiated Questions: FOPCT	<p>The teacher delivers differentiated questions to students to encourage maximum participation from every student.</p> <p>Yes = The teacher always delivers differentiated questions to students to encourage maximum participation from every student.</p> <p>Mostly = The teacher mostly delivers differentiated questions to students to encourage maximum participation from every student.</p> <p>Sometimes = The teacher sometimes delivers differentiated questions to students to encourage maximum participation from every student.</p>

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	<p>No = The teacher does not deliver differentiated questions to students to encourage maximum participation from every student.</p>
<p>DOK Questions</p>	<p>The teacher asks appropriate and various levels of Depths of Knowledge questions while encouraging students to ask their own questions.</p> <p>Yes = The teacher always asks appropriate and various levels of Depths of Knowledge questions while encouraging students to ask their own questions.</p> <p>Mostly = The teacher mostly asks appropriate and various levels of Depths of Knowledge questions while encouraging students to ask their own questions.</p> <p>Sometimes = The teacher sometimes asks appropriate and various levels of Depths of Knowledge questions while encouraging students to ask their own questions.</p> <p>No = The teacher does not ask appropriate and various levels of Depths of Knowledge questions nor encourages students to ask their own questions.</p>

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<p>Answering Questions</p>	<p>The teacher answers questions with meaningful, helpful answers or questions in a kind and welcoming demeanor that furthers the student's learning.</p> <p>Yes = The teacher always answers questions with meaningful, helpful answers or questions in a kind and welcoming demeanor that furthers the student's learning.</p> <p>Mostly = The teacher mostly answers questions with meaningful, helpful answers or questions in a kind and welcoming demeanor that furthers the student's learning.</p> <p>Sometimes = The teacher sometimes answers questions with meaningful, helpful answers or questions in a kind and welcoming demeanor that furthers the student's learning.</p> <p>No = The teacher does not answer questions with meaningful, helpful answers or questions in a kind and welcoming demeanor that furthers the student's learning.</p>
<p>Feedback & Questions</p>	<p>The teacher seeks student feedback and encourages student questions.</p> <p>Yes = The teacher always seeks student feedback and encourages student questions.</p> <p>Mostly = The teacher mostly seeks student feedback and encourages student questions.</p> <p>Sometimes = The teacher sometimes seeks student feedback and encourages student questions.</p> <p>No = The teacher does not seek student feedback or encourages student questions.</p>
<p>Same Question Asked</p>	<p>The teacher asks the same question to multiple students even after receiving the correct answer.</p> <p>Yes = The teacher always asks the same question to multiple students even after receiving the correct answer.</p> <p>Mostly = The teacher mostly asks the same question to multiple students even after receiving the correct answer.</p>

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	<p>Sometimes = The teacher sometimes asks the same question to multiple students even after receiving the correct answer.</p> <p>No = The teacher does not ask the same question to multiple students even after receiving the correct answer.</p>
Listen to Peers	<p>The teacher encourages his/her students to listen to their peers.</p> <p>Yes = The teacher always encourages his/her students to listen to their peers.</p> <p>Mostly = The teacher mostly encourages his/her students to listen to their peers.</p> <p>Sometimes = The teacher sometimes encourages his/her students to listen to their peers.</p> <p>No = The teacher does not encourage his/her students to listen to their peers.</p>
Repeats Student Answers	<p>The teacher rarely repeats student answers.</p> <p>Yes = The teacher rarely repeats student answers.</p> <p>Mostly = The teacher repeats student answers once or twice.</p> <p>Sometimes = The teacher sometimes repeats student answers.</p> <p>No = The teacher always repeats student answers.</p>
Consulting the Class	<p>The teacher asks the class about the comments and/or questions of individual students.</p> <p>Yes = The teacher always asks the class about the comments and/or questions of individual students.</p> <p>Mostly = The teacher mostly asks the class about the comments and/or questions of individual students.</p> <p>Sometimes = The teacher sometimes asks the class about the comments and/or questions of individual students.</p> <p>No = The teacher never asks the class about the comments and/or questions of individual students.</p>

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Feedback on Learning Process	<p>The teacher collects reliable student feedback on the learning process.</p> <p>Yes = The teacher always collects reliable student feedback on the learning process.</p> <p>Mostly = The teacher mostly collects reliable student feedback on the learning process.</p> <p>Sometimes = The teacher sometimes collects reliable student feedback on the learning process.</p> <p>No = The teacher never collects reliable student feedback on the learning process.</p>
Analyze Student Feedback	<p>The teacher analyzes student feedback promptly and adjusts his/her instruction based upon it.</p> <p>Yes = The teacher always analyzes student feedback promptly and adjusts his/her instruction based upon it.</p> <p>Mostly = The teacher mostly analyzes student feedback promptly and adjusts his/her instruction based upon it.</p> <p>Sometimes = The teacher sometimes analyzes student feedback promptly and adjusts his/her instruction based upon it.</p> <p>No = The teacher does not analyze student feedback promptly nor do they adjust his/her instruction based upon it.</p>
Website	<p>The teacher maintains an up to date website with current homework easily accessed and understood by students and parents.</p> <p>Yes = The teacher always maintains an up to date website with current homework easily accessed and understood by students and parents.</p> <p>Mostly = The teacher mostly maintains an up to date website with current homework easily accessed and understood by students and parents.</p> <p>Sometimes = The teacher sometimes maintains an up to date website with current homework easily accessed and understood by students and parents.</p>

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	<p>No = The teacher never maintains an up to date website and the current homework is not easily accessed or understood by students and parents.</p>
<p>Timely Grades</p>	<p>The teacher grades all assessments and student work promptly, returns the graded assessments and work promptly for meaningful review with students, maintains up to date grades for students, parents, and administration to review, and analyzes assessment data to inform future instruction.</p> <p>Yes = The teacher always grades all assessments and student work promptly, returns the graded assessments and work promptly for meaningful review with students, maintains up to date grades for students, parents, and administration to review, and analyzes assessment data to inform future instruction.</p> <p>Mostly = The teacher mostly grades all assessments and student work promptly, mostly returns the graded assessments and work promptly for meaningful review with students, mostly maintains up to date grades for students, parents, and administration to review, and mostly analyzes assessment data to inform future instruction.</p> <p>Sometimes = The teacher sometimes grades all assessments and student work promptly, sometimes returns the graded assessments and work promptly for meaningful review with students, sometimes maintains up to date grades for students, parents, and administration to review, and sometimes analyzes assessment data to inform future instruction.</p> <p>No = The teacher does not grade all assessments and student work promptly nor do they maintains up to date grades for students, parents, and administration to review</p>

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<p>Backward Design of Lessons</p>	<p>The teacher backward designs lessons starting with the end skill / concept and working backward from the final assessment to the formative activities and lessons to the pre-teaching.</p> <p>Yes = The teacher always backward designs lessons starting with the end skill / concept and working backward from the final assessment to the formative activities and lessons to the preteaching.</p> <p>Mostly = The teacher mostly backward designs lessons starting with the end skill / concept and working backward from the final assessment to the formative activities and lessons to the preteaching.</p> <p>Sometimes = The teacher sometimes backward designs lessons starting with the end skill / concept and working backward from the final assessment to the formative activities and lessons to the pre-teaching.</p> <p>No = The teacher never backward designs lessons starting with the end skill / concept and working backward from the final assessment to the formative activities and lessons to the preteaching.</p>
<p>Multisensory Approach VAK</p>	<p>The teacher integrates V.A.K learning styles throughout their instruction to help students learn and make connections to the learning concept.</p> <p>Yes = The teacher always integrates V.A.K learning styles throughout their instruction to help students learn and make connections to the learning concept.</p> <p>Mostly = The teacher generally integrates V.A.K learning styles throughout their instruction to help students learn and make connections to the learning concept.</p> <p>Sometimes = The teacher sometimes integrates V.A.K learning styles throughout their instruction to help students learn and make connections to the learning concept.</p> <p>No = The teacher never integrates V.A.K learning styles throughout their instruction to help students learn and make connections to the learning concept.</p>

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	<p>Power of Voice</p>	<p>The teacher purposely uses their voice, change of tone or expression, word choice, body language and gestures to deliver dynamic lesson.</p> <p>Yes = The teacher always purposely uses their voice, change of tone or expression, word choice, body language and gestures to deliver dynamic lesson.</p> <p>Mostly = The teacher generally purposely uses their voice, change of tone or expression, word choice, body language and gestures to deliver dynamic lesson.</p> <p>Sometimes = The teacher sometimes purposely uses their voice, change of tone or expression, word choice, body language and gestures to deliver dynamic lesson.</p> <p>No = The teacher never purposely uses their voice, change of tone or expression, word choice, body language or gestures to deliver dynamic lesson.</p>
<p>Environment</p>	<p>Classroom Organization</p>	<p>The teacher maintains a clean and well organized student centered brain based classroom.</p> <p>Yes = The teacher always maintains a clean and well organized student centered brain based classroom.</p> <p>Mostly = The teacher mostly maintains a clean and well organized student centered brain based classroom.</p> <p>Sometimes = The teacher sometimes maintains a clean and well organized student centered brain based classroom.</p> <p>No = The teacher does not maintain a clean and well organized student centered brain based classroom.</p>

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<p>Student Work</p>	<p>Teacher has current student work displayed in a manner to help create and reinforce the classroom culture where students belong.</p> <p>Yes = Teacher always has current student work displayed in a manner to help create and reinforce the classroom culture where students belong.</p> <p>Mostly = Teacher mostly has current student work displayed in a manner to help create and reinforce the classroom culture where students belong.</p> <p>Sometimes = Teacher sometimes has current student work displayed in a manner to help create and reinforce the classroom culture where students belong.</p> <p>No = Teacher does not have current student work displayed in a manner to help create and reinforce the classroom culture where students belong.</p>
<p>Cognition & Culture</p>	<p>Everything in the teacher's classroom serves a purpose for cognition or culture.</p> <p>Yes = Everything in the teacher's classroom serves a purpose for cognition or culture.</p> <p>Mostly = Most things in the teacher's classroom serve a purpose for cognition or culture.</p> <p>Sometimes = Some of the things in the teacher's classroom serve a purpose for cognition or culture.</p> <p>No = Nothing in the teacher's classroom serves a purpose for cognition or culture.</p>
<p>Color Scheme & Unifying Theme</p>	<p>The teacher has a well planned and maintains a coherent and unifying color scheme and theme that creates a welcoming learning environment.</p> <p>Yes = The teacher maintains a coherent and unifying color scheme and theme that creates a welcoming learning environment.</p> <p>Mostly = The teacher mostly maintains a coherent and unifying color scheme and theme that creates a welcoming learning environment.</p> <p>Sometimes = The teacher has somewhat of a coherent and unifying color scheme and theme that creates a somewhat welcoming environment.</p>

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	<p>No = The teacher has no coherent or unifying color scheme and theme and there is not a welcoming learning environment.</p>
<p>Seating Arrangement</p>	<p>The teacher uses purposeful seating arrangements that facilitate whole group, small group, pair work, movement, and transitions.</p> <p>Yes = The teacher always uses purposeful seating arrangements that facilitate whole group, small group, pair work, movement, and transitions.</p> <p>Mostly = The teacher mostly uses purposeful seating arrangements that facilitate whole group, small group, pair work, movement, and transitions.</p> <p>Sometimes = The teacher sometimes uses purposeful seating arrangements that facilitate whole group, small group, pair work, movement, and transitions.</p> <p>No = The teacher never uses purposeful seating arrangements.</p>
<p>Unused Materials</p>	<p>The teacher keeps their unused materials filed or stored.</p> <p>Yes = The teacher keeps their unused materials filed or stored.</p> <p>Mostly = 90% to 95% of the teacher's unused materials are filed or stored.</p> <p>Sometimes = A good deal of the teacher's unused materials are not filed or stored and are out in the open.</p> <p>No = None of the teacher's unused materials are filed or stored and they are all out in the open.</p>

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	<p>Behavior Expectations & Inspiration</p> <p>The teacher has character education, inspiring quotes and phrases, and behavior expectations explicitly displayed using positive language (what a teacher wants the students to do instead of what he/she does not want them to do).</p> <p>Yes = The teacher has character education, inspiring quotes and phrases, and behavior expectations explicitly displayed using positive language (what a teacher wants the students to do instead of what he/she does not want them to do).</p> <p>Mostly = The teacher has character education, inspiring quotes and phrases, and behavior expectations displayed using mostly positive language (what a teacher wants the students to do instead of what he/she does not want them to do).</p> <p>Sometimes = The teacher has most of their character education and behavior expectations displayed using negative language (what the teacher does not want students to do versus what they want the students to do).</p> <p>No = The teacher does not have any character education, inspiring quotes or phrases, nor behavior expectations displayed.</p>
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Appendix I

Literacy First Charter Schools EMPLOYEE Training Matrix 2020-27

Training Topic	Reference	Training Cycle	Time	Resource	Target Trainee
Accident Safety	Risk Management	Upon Assignment	Discretionary	School policy	Office Staff/ Student Facilitators
ADA	Title 1 Employment Title II – Accessibility	Upon Assignment & As needed	Discretionary	Video	All Staff
Bicycle Safety		Upon Assignment	Discretionary	ECPD	Student Facilitators
Blood borne Pathogens	Title 8 – 5193	Annually	Discretionary	Video/ Nurse	All Staff
Child Abuse	Penal Code 11166	Annually	Discretionary	Video/ Nurse	All Staff
Classroom/Office Safety	Title 8-3203	Upon Assignment	Discretionary	School policy	Office/ Teachers
CPR	CCR- Title 5 Ed Code 44259	Every two years	2- 8 hours	Save-a- Heart program	All Staff
Diabetes/Insulin		Upon Assignment	Discretionary	Nurse	Teacher/Staff of effected student
Disaster Management	Ed C 35295-35291, Title 8-3220	Annually & As needed	Discretionary	Survival Skills & Co.	Office/ Teachers
Fire Extinguishers	Title 8-6151	As needed	Discretionary	Fire Inspector	Managers/Maintenance
First Aide	Title 8-3400	Every two years	2- 12 hours	Save-a- Heart program	All Staff
Food Service	Title 8 -3203	Upon Assignment	Discretionary	Adult education course	Lunch Team
Pesticide Safety	AB 2260	As needed	Discretionary	JPA	Managers
Playground safety	H&S Code 115725 et.seq.	Upon Assignment	Discretionary	Video program	Student Facilitators
Sexual Harassment	Title VII, FEHA CC51.9 e., C40.200,212,220,260,352 93	Annually & As needed	Discretionary	Video/Nurse	All Staff
Traffic Safety		Upon Assignment	Discretionary	School policy/ECPD	Student Facilitators
Worker’s Compensation	LC 3200-5900 Ed.C44043,45192	Upon Assignment	Discretionary	Benefit program	Manager
Bullying	ADA Act	As needed	Discretionary	SDCOE/ Nurse	All Staff
Cyber Safety		As needed	Discretionary	SD Crime Unit	Teachers

Appendix I

LFCS School Nurse/Health Services Trainings for staff and necessary caregivers

Staff Training

1. All staff is CPR Certified/most have attended a first aid class- LFCS has funded both certificates
2. Staff Orientation (September)for everyone covers the following topics:
 - HIPPA/FERPA-confidentiality issues
 - Mandated reporting/CPS
 - Universal Precautions/OSHA
 - First Aid policy and procedure for LFCS
3. Individual staff members are trained for emergency medication administration if they are involved with a student who has a serious health concern such as:
 - Epi pens for severe allergies
 - Glucagon-diabetic students
 - Management for hemophiliac student
 - Seizure management
4. Office Staff training for medication administration done annually and as needed: administration and documentation

Training is done on an individual basis for each student. For example, staff is trained to administer an Epi-pen to John Doe based on his specific allergic response to bees. Each student with a serious health issue has an Individualized Health Care Plan; the first week of school, parents, nurse and staff members attend a meeting to discuss medical issues and agree upon a plan of action.

5. Throughout the year staff are educated regarding School Health Issues, for example:
 - Lice Management
 - Infectious diseases
 - Flu management
 - Concussions
 - Heat exhaustion/heat stroke
 - Immunization mandates (AB 354)
 - Emergency Care
6. All mandated assessments for vision/hearing/scoliosis are completed, reported and documented on health cards
7. First grade Health Exam/Oral Assessment/Immunizations are recorded and reported as required
8. Hand washing(K)/Hearing Preservation(7th)/Hygiene(4th)/Oral Hygiene(1st) classes done annually

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9. Facilitating for High School Girl and middle school discussion groups (Facilitated by school counselors)

Additional training that school counselors/school psych have taken or have future plans for: (Samples include)

Topics/Seminars/Conferences:

- Emergency response Team training -Survival Skills
- Day of the Adolescent
- National Alliance on Mental Illness: Parents and Teachers as allies
- San Diego report card on Children and Families Conference
- Bullying Sept
- Risk Factors and Trends for Girls
- CPS Reporting/Child Welfare System of San Diego
- Girls empowerment/Leadership Training
- Depression and Anxiety March
- Suicide Signs and Risk factors
- Social Emotional Factors to consider
- Impact of Social Media on Youth

APPENDIX J

Handbooks



Employee Handbook 2020-2021

Primary Academy
799 E. Washington Ave., El Cajon, CA 92020
(619) 579-7232

Junior Academy
1012 E. Bradley Ave., El Cajon, CA 92021
(619) 596-5665

Liberty Academy
698 W. Main St., El Cajon, CA 92020
(619) 579-7233

Liberty Charter High School
8425 Palm St.
Lemon Grove, CA 91945
(619) 668-2131

Freedom Academy
1012 E. Bradley Ave., El Cajon, CA 92021
(619) 596-5665

Website: www.lfcsinc.org

Appendix J



Connect with us:



[https://m.facebook.com/LiteracyFirstCharter/
Patriot Legacy Ed Foundation](https://m.facebook.com/LiteracyFirstCharter/PatriotLegacyEdFoundation)



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@patriotlegacy
@lfcs_k12



www.lfcsinc.org

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**ACKNOWLEDGMENT OF RECEIPT OF
EMPLOYEE HANDBOOK**

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE HR Coordinator.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with the Literacy First Charter Schools (hereinafter referred to as “LFCS” or the “School”). It outlines our basic mission, vision, and values and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. LFCS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors or the Executive Director has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Executive Director.

Employees must sign the acknowledgment form stating receipt of this Handbook, and return it to the HR Coordinator. This will provide the School with a record that each employee has received this Handbook.

Mission and Goals

OUR MISSION AT LFCS Continues

LITERACY:

the process of being educated, cultured, and having skilled abilities in multiple disciplines

Literacy First Charter Schools exists to

nurture the whole child from kindergarten through high school graduation by

igniting a passion for comprehensive L I T E R A C Y and

equipping our students to wholeheartedly participate in their community.

OUR VISION

Literacy First views education as a process, not a product, which enables students to go from learning to read, to reading to learn.

LFCS desires to shape

Literate, life-long learners

Independent thinkers

Technologically literate citizens

Enthusiastic and highly qualified teachers

Reliable assessments that provide students a productive educational experience

Aspiring leaders who positively impact their community

Community that understands and supports the mission of LFCS

Yearly fiscal sound budget

OUR VALUES

NURTURE

- All children will be known, recognized for their unique and creative nature and be comfortable to take risks.
- All staff will be invested in the success of each student through continuous professional development
- All parents will be recognized as invaluable resources

IGNITE

- All children will be cultured, and literate in a wide-range of subjects
- All staff will have an enthusiasm for teaching using research proven methods where student success is expected
- All parents will be enthusiastically drawn into the school environment

EQUIP

- All children will be self-directed, life-long learners and innovative leaders
- All staff will encourage students to be productive, independent, values-conscious thinkers
- All families will serve as links to the community where students can become informed participants in the democratic process

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

LFCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act (“FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status, or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. LFCS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. LFCS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

LFCS will provide annual training on the mandated reporting requirements to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. Failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Process for Reporting

A known or suspected instance of child abuse must be reported by telephone, immediately or as soon as practically possible, to one of the child protective agencies.

- Child Protective Services, Department of Social Services:
(619) 560-2191 (24-hour response number)
- El Cajon Police Department: (619) 579-3311

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled

substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Principal.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

LFCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, LFCS will not check the employment

authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for

employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the HR Coordinator.

Staff/Student Interaction Policy

LFCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to

this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears to be a violation of this policy, it is the duty of every staff member to immediately report it to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.

- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

LFCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. LFCS's policy prohibits unlawful harassment, discrimination, and retaliation

based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

LFCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When LFCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. LFCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;

- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

LFCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See **Appendix A** for the “Harassment/Discrimination/Retaliation Complaint Form.” See **Appendix B** for the general “Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually

- suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate LFCS policy.

Whistleblower Policy

LFCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged

violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug-Free Workplace

LFCS is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other LFCS stakeholders.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Principal, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

LFCS facility is a no smoking facility.

THE WORKPLACE

Work Schedule

Business hours are normally 7:30 a.m. – 4:30 p.m., Monday through Friday. Teachers are expected to be on campus *thirty minutes before and thirty minutes after* their school sites start and end times. The regular workday schedule for classified employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Contract employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements. Refer to your contract for specific site times.

Meal and Rest Periods

Classified employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday. Classified Employees that elect to remain at the worksite during their meal period shall be paid for their meal period. Classified Employees that elect to leave the worksite shall not be paid for their meal period and will need to clock out/in upon departure/return. A Classified employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the Classified employee and LFCS mutually consent to the waiver.

Classified employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. A Classified employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may not leave the premises during rest periods but may leave the premises during the meal period.

Lactation Accommodation

LFCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with

any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to Classified employees shall be unpaid.

LFCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether contract or classified, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it necessary to be absent or late, employees are expected to telephone the Sub Coordinator as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Principal & Sub Coordinator sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal or Sub Coordinator will be considered a voluntary resignation from employment.

Time Cards/Records

By law, LFCS is obligated to keep accurate records of the time worked by classified employees. Such employees shall be required to utilize the School's time card system.

Classified employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the Classified employee arrived and when the employee departed. All classified employees must clock in and out for arrival and departure, and for absences like doctor or dentist

appointments. All employees are required to keep the site administrator advised of their departures from and returns to the school premises during the workday.

Classified employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the HR Coordinator to make the correction.

No one may clock in/out for another employee. Any employee who tampers with his/her own time record, or another employee's time record, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

Use of E-Mail, Voicemail and Internet Access

LFCS will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or E-mail or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. LFCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

Personal Business

LFCS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail

Appendix J

directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Use of cell phones for personal reasons should be limited to before school, during breaks, or during prep periods. Staff should not be seen on their cell phones during school hours.

Messages from family members and for appointments will be recorded and placed in your box unless the office is advised that an emergency situation exists. Please limit the number of personal calls made and consider professional guidelines for personal calls.

When answering the office phone, please remember that you are the school's representative and possibly the first person representing LFCS to the caller. Always answer the phone with a cheerful greeting, "Good morning (good afternoon), Literacy First Charter Schools, (your name) speaking, may I help you?"

Social Media

Staff is advised to be mindful of social media and posting pictures of their personal life. **Teachers are not to 'friend' parents of their students or students under the age of eighteen (18).**

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;

- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies or reflect poorly on the LFCS employee.

Personal Appearance/Standards of Dress

LFCS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process.

Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Slacks and shorts (only PE staff may wear shorts) are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee. Leggings and yoga type pants are inappropriate, unless worn with an appropriate length dress.
- 3) Skirts and dresses should be no higher than three (3) inches above the knee.
- 4) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 5) Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

- 6) Appropriate shoes must be worn at all times. Flip-flops are not appropriate.
- 7) ***Tattoos and body piercings are discouraged and should not be visible. Employees may be asked to cover tattoos if they appear distracting.***
- 8) Head coverings, including hats, baseball caps of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5). All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
- 9) Beards need to be well groomed and maintained.

Concurrent Employment

LFCS has no objections to an employee holding another job as long as he or she can effectively meet the performance standards for his or her position with the school. *However, concurrent employment is prohibited where there are conflicts of interest that could be unfavorable or damaging to the school.*

Emergency Plan

While we do not expect a natural disaster (such as an earthquake) or man made related disaster (such as chemical spill) to occur during school hours, it is nonetheless necessary that we establish a plan for operation under such conditions. A copy of the Disaster Preparedness Plan is available in the classroom emergency kits and in the office. In addition, a campus exit route map is posted in each classroom and/or building. Regularly scheduled fire drills and emergency training will be implemented in order to insure that all students are familiar with emergency procedures and exit routes. *(See the Safe School Policy for more details.)*

Child Custody Cases

LFCS cannot prevent (or physically restrain) a parent from removing a child from the premises unless there exists a court order prohibiting it or, in our judgment, the child is in immediate danger of bodily harm. If we do have a copy of a court order, we are limited to explaining that the authorities will be called and the other parent notified.

Professional Development/Teacher Workshops

LFCS is committed to supporting the professional development of all employees, both through providing activities at the school and encouraging participation in learning activities outside the school. The administration encourages staff to join technical and professional organizations and, consistent with the discharge of their duties to the school, to participate in the affairs of such organizations and to make advancements in their chosen field. The payment of dues for private membership in professional or technical organizations is the responsibility of the employee, unless the employee is selected by the Principal to represent the school through an institutional membership of affiliation.

Employees may apply for authorization to attend any type of professional or educational activity that will involve professional growth or help fill a need of the school. Travel and expenses will be reimbursed according to budgetary considerations as negotiated with the Executive Director. Requests to attend workshops must be approved by the Executive Director and certificates of completion must be handed in to the HR Department. Employees who attend professional growth opportunities are expected to in-service other staff and to share materials. Each teacher or administrator who attends a workshop at the monetary or time expense of the school will fill out a professional growth plan. This plan will include how the learning ties to the school core beliefs and mission statement, projections of areas of professional growth, plans for dissemination of learning to staff, students, and parents, and how the projected learning relates to student outcomes.

Attendance Records

Each teacher is responsible for taking attendance each morning. Attendance is to be taken as directed by attendance staff. Attendance sheets are to be signed monthly or as instructed by the Student Information System (SIS) staff.

Care for Children in Case of Injury or Illness

First aid supplies are kept in each classroom, and the teacher may administer minor first aid. Depending on the nature of the illness/injury, a child should be accompanied to the office by a teacher or another adult or child for additional care as necessary.

Budget

Teachers in each classroom will be provided with an annual budget to

purchase items or materials that will enhance the curriculum and classroom environment *as budget allows and is available*. Any additional purchases for which a teacher may wish to be reimbursed must first be approved by the administration.

Lesson Plans

The lesson plan book may be open for observation at any time throughout the year.

Faculty Meetings

Full faculty meetings are held regularly. The purpose of these meetings is communication, curriculum discussion, in-service training, and sharing of information. *It is the responsibility of all faculty members to attend these meetings*. Please do not schedule any appointments outside of work so that we can have full faculty participation.

Field Trips

The classroom teachers are responsible for making their own field trip arrangements. Using public transportation, walking, and parent volunteer drivers are all part of the school culture. Field trips are encouraged as part of the school curriculum. All “out-of-class” activities, however, must be directly related to units being studied and be approved by the Principal. They must be recorded on the calendar in the school office. Teachers should notify the office as soon as a field trip is planned, by completing the designated field trip schedule. Copies of emergency treatment and notification signed by parents must be on file in the office for every student on the trip. Chaperones should take copies of the emergency forms if children will be away from campus when the office is closed. Duplicate copies of the field trip plan should be filed in the office prior to the event as well as copies of all driver information including appropriate levels of insurance and driver’s licenses. *Failure to do so at least two days prior to the trip may result in cancellation of the trip.*

Drivers for Field Trips

Teachers must obtain copies of current insurance policy and driver’s licenses from parents who will be driving students on field trips at least one (1) week in advance of the scheduled field trip (this may also be done at the beginning of the school year if a parent anticipates being available for field trips). Teachers must ensure that drivers use seat belts or car seats for all children in the vehicle and that no child under 12 rides in an airbag seat. Teachers may not drive students for a field trip.

Fundraising

No request for funds should go to parents or to other members of the community unless first cleared through the Executive Director. Any funds or gifts-in-kind which come into the school, solicited or unsolicited should be reported to the Executive Director. As a common courtesy, any contributor of money, gifts-in-kind, or special gifts to teachers should receive a thank-you note from both the school and the teacher.

Holidays

LFCS is a public school that recognizes and respects diversity. Although LFCS does not recognize and celebrate religious observances, teachers are encouraged to incorporate all religious and ethnic observances into their thematic curriculum instruction.

Homework

Homework should be developmentally appropriate. The amount and length of homework may increase as a student progresses through the grades as developmentally appropriate. *However, because of the longer day and school year, homework should be minimal, particularly in grades K-6.*

Substitute Teachers

Teachers who need a substitute for illness, personal days, or any other reason regarding classroom absence are responsible to contact the Sub Coordinator in order to arrange a substitute. Additionally, call the site admin so that they are aware of your absence. The sub coordinator will get the sub, the admin needs to know you will not be present in school that day. ***For any absence, including sick days with less than 24 hour notice employees must speak personally to the Sub Coordinator and site admin*** before assuming they are covered for the day. Substitute teachers may be arranged as far as 30 days in advance. For illnesses, the Sub Coordinator should be called between 5:30 AM and 6:00 AM to allow time for the substitute to arrive at the school for morning class. It is expected that teachers have available in their classrooms a substitute folder that includes a seating chart, class list, detailed lesson plans, schedule, and emergency procedures. ***Any absence requires the need for a request for leave. Please do not arrange in house subs without the explicit knowledge of the site administrator.***

Visitors on Campus

All Visitors must check in at the office. Even familiar parents who are volunteering in classrooms need to sign in at the office prior to entering a

classroom, and wear and parent ID tag while on campus. If a parent enters a classroom without an ID, please direct back to the office to sign in and get an ID.

AM Procedure

Teachers should pick up class rosters in their mailboxes and meet their class at the appropriate time in the designated area.

PM Procedure

At the end of the school day, teachers are to escort their class to the designated areas. All students who have not been picked up by parents 15 minutes after dismissal will be escorted to extended care. Parents will be charged according to the amount of time the student spends in extended care at the rate of \$5/hour.

Curriculum

Curriculum guidelines are established by the administrative team of *Literacy First Charter Schools* and must be followed accordingly. Curricular adjustments to meet student needs while following the intent of the charter may be made as the school program evolves, and as staff develops the program.

Health and Safety Policy

LFCS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Principal any potential health or safety hazards, and all injuries or accidents. In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

LFCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Principal. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as

well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

Occupational Safety

LFCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. LFCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) (for Classified Employees Only), and PERS/STRS Contributions from each employee's pay as follows:

1. **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. **State Income Tax Withholding:** The same factors which apply to federal withholdings apply to state withholdings.
3. **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of classified employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. **CALSTRS/CALPERS:** Depending on your position a percentage of your paycheck is deducted towards a retirement plan through the state of California, together with an amount contributed by the School.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the HR Coordinator to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the HR Department. The HR office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the HR Department and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

LFCS employees do not pay into State Disability (SDI), please note that any disability leave policy would be a voluntary plan employees can opt to pay into through a school sponsored vendor. Please see HR for more information as rules and deadlines apply to enrolling in these plans.

Overtime Pay

Whether an employee is exempt from or subject to overtime, pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Classified employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for classified employees. LFCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the CFO or Executive Director. LFCS provides compensation for all overtime hours worked by classified employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Contract employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled on the last working day of each month. If an employee observes any error in his or her check, it should be reported immediately to the HR Coordinator.

Payroll Deductions

Payroll deductions will be made in accordance with the instructions from your completed W-2. Deductions will also be made for medical insurance premiums and for the State Teachers Retirement Program.

Salary Increases

Salary increases may be based on cost of living increases and an incentive plan as developed by the staff and the LFCS Board, and as made possible according to state funding. Any other stipends, or additional salary payments outside of the contracted salary are all at the pleasure of the LFCS Board as budget permits.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the CFO or HR Coordinator will discuss the situation with the employee.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week. Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Your coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Your enrollment form must be submitted to the HR Coordinator as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

COBRA Benefits

Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, EMPLOYEES OR THEIR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

LFCS uses the services of a 3rd party administrator to administer the COBRA plan. Upon separation or termination from employment further directions will be provided to the employee on how to proceed.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

LFCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. LFCS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- LFCS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Site Administrator or Executive Director. The frequency of performance evaluations may vary depending upon length of service, job

position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Administrator, and that they are aware of its contents.

On a periodic basis, the Principal will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. LFCS's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for you. Please keep the HR Coordinator advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. LFCS will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal

agencies conducting official investigations or as otherwise legally required.

Creditable complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not creditable, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

LFCS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- President's Day
- Independence Day
- Veteran's Day
- Friday after Thanksgiving
- Christmas Day
- Martin Luther King Jr. Birthday
- Memorial Day
- Labor Day
- Thanksgiving
- Day before Christmas

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for hourly employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by online request to the Executive Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Unpaid Leave of Absence

LFCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

In addition to the aforementioned reasons, paid sick leave may also include what has previously been labeled as "personal necessity leave". A contracted employee may elect to use accumulated sick leave for the following reasons:

- Death or serious illness of a member of his/her immediate family.
- Accident involving his/her person or property or the person or property of a member of his/her immediate family.
- Appearance in court as a litigant, or as a witness under official order.
- Adoption of a child.
- The birth of a child making it necessary for an employee who is the parent of the child to be absent during work hours.
- Business matters which cannot reasonably be conducted outside the workday.

Appendix J

Further, it should be noted that if/when all "sick days" are exceeded, for whatever reason, the employee salary will be docked to account for the absence from work. This will not occur until the final paycheck in order to allow all accrued days to be taken into account before any financial reckoning is done. Any employee in this situation will be mindful of this matter as they plan their absences and their budget. Any questions regarding this matter may be addressed with the HR coordinator.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment.

All contracted employees shall accrue one (1) day per month, up to ten (10) days per year August-May. Contracted employees may carry over from year to year up to a maximum of twenty (20) days. Additionally, a monetary incentive bonus plan will be given to contracted employees with perfect attendance. This sliding bonus scale awards certificated employees that may have used no more than two (days) of sick leave.

Classified employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year. Sick leave shall carry over from year to year up to a maximum of forty-eight (48) hours.

Note: New hire Classified employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. The School does not pay employees in lieu of unused sick leave.

The School will not tolerate abuse or misuse of your sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as “FMLA leave.”

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

- **Events That May Entitle an Employee To FMLA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
 - a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally

- admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
- c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
 4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken
 1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
 2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
 3. The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
 4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the

School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's FMLA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- **Pay during FMLA Leave**
 1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
 2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
 3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
 4. The receipt of sick leave pay benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- **Health Benefits**

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

LFCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- **Seniority**

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- **Medical Certifications**

LFCS will be using the services of a third party administrator, to manage FMLA leave requests by employees. An employee will notify the Executive Director of their need for leave and then meet with the HR Coordinator immediately thereafter to begin the process of filing information for FMLA leave. Further instructions will be provided to the employee at the time on next steps necessary.

1. An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School’s 3rd Party Administrator. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
2. The School’s 3rd Party administrator will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in

- order to make the certification complete and sufficient. The School's 3rd Party administrator may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
 4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification's can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA Leave
 1. An employee should request FMLA leave notifying the Executive Director & HR Coordinator. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
 7. The School's 3rd party administrator will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School 3rd party Administrator will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
 1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
 2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
 3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
 4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
 - Limitations on Reinstatement
 1. LFCS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is

among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- **Employment during Leave**

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk

- to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- **Pay during Pregnancy Disability Leave**

1. An employee on pregnancy disability leave must use all accrued paid sick leave at the beginning of any otherwise unpaid leave period.
2. The receipt of sick leave pay will not extend the length of pregnancy disability leave.

3. Sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.
- **Health Benefits**

LFCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. LFCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

 1. The employee fails to return from leave after the designated leave period expires.
 2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.
 - **Seniority**

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.
 - **Medical Certifications**
 1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
 2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.
 - **Requesting and Scheduling Pregnancy Disability Leave**

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the HR Coordinator. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
 2. Employee should provide not less than thirty (30) days or as soon of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
 6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.
A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
 2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
 3. In accordance with LFCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
 4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- **Employment during Leave**
No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

LFCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

Appendix J

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the HR Coordinator, CFO and Site Admin;
- Seek medical treatment and follow-up care at Kaiser on the Job if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the CFO; and
- Provide the School with a certification Kaiser on the Job provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. LFCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Site Admin and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

LFCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee’s health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued personal leave off as wage replacement during time served, provided such personal leave accrued prior to the leave.

Employees who are also military personnel in the Reserve or National Guard will at times need to take leave for military training, mobilization, or deployment. Employees serving in active or inactive duty in the National Guard or as a Reserve are entitled to the following:

- A full-time employee working a forty (40)-hour work week will accrue 120 hours (fifteen (15) days x eight (8) hours) of paid military leave in a school year, or the equivalent of three (3) forty (40)-hour workweeks. Paid military leave will be prorated for part-time employee based on the number of hours in the employee's regularly scheduled pay period.
- The employee cannot carry over any unused days into the next school year.
- The minimum charge to leave is one (1) hour. An employee may be charged paid military leave only for the hours that the employee would otherwise have worked and received pay.
- Employees who use up their fifteen (15) days may use any personal leave available. Thereafter, the leave shall be unpaid.

LFCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA shall be credited, upon his or her return to the School, with the hours of service

that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

LFCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Bereavement Leave

All employees are entitled to a leave of up to three (3) days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

School Activities Leave

As required by law, LFCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of LFCS, the employee that first provides the leave request will be given the requested

time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused sick time to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) week's worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the HR Coordinator and Executive Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the HR Coordinator.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off

- their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
 5. Fighting or instigating a fight on School premises.
 6. Violations of the drug and alcohol policy.
 7. Using or possessing firearms, weapons or explosives of any kind on School premises.
 8. Gambling on School premises.
 9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
 10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
 11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
 12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
 13. Excessive absenteeism or tardiness excused or unexcused.
 14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
 15. Immoral or indecent conduct.
 16. Conviction of a criminal act.
 17. Engaging in sabotage or espionage (industrial or otherwise)
 18. Violations of the sexual harassment policy.
 19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
 20. Sleeping during work hours.
 21. Release of confidential information without authorization.
 22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
 23. Refusal to speak to supervisors or other employees.
 24. Dishonesty.
 25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. LFCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Professional Conduct

Making Right Choices: This online training program is mandatory for all employees. Upon completion of the course a copy of the certificate should be given to Human Resources for filing. This course is to be completed by the end of the first quarter.

Professional Behavior and Communication: Professional behavior with regard to confidentiality includes the following:

- Conversations about student behavior or academic work are to be shared **only** with that student's parents, the Principal, or another teacher or staff member who is working with that student.
- Information in a student's cumulative folders and records is available to the child's parents and school staff only. These folders are not to be removed from the office.
- HIV/AIDS information is confidential.
- Questions, concerns or conflicts should be addressed directly to the person or persons involved.
- Communication problems between faculty members, parents, board members and staff should be resolved directly with the persons involved and as soon as they occur. When issues occur that appear to be unresolved, an appointment should be scheduled with the Principal.
- Parents who bring problems to the Principal about a teacher should be initially referred back to the teacher for communication about this problem. Parents who bring problems to a teacher about the Principal should be referred to the Principal. Parents who bring problems regarding staff members should be referred directly to the Principal.
(See the Uniform Complaint Procedure.)

Termination of Employment

Should it become necessary for you to terminate your at-will employment with the School, please notify the Executive Director regarding your intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

An exit interview must be conducted with the HR department prior to your departure. Employees must return any items provided by LFCS throughout course of employment. This includes items that were loaned, reimbursed or received through donation while employed under current position. All keys, electronics, and curriculum must be returned prior to exit as well.

Employees will be given a limited window to continue accessing their LFCS email accounts. Any request to gain access to emails after this time frame needs to be directed to HR.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or designee:

1. The complainant will bring the matter to the attention of the Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Board President (if the complaint concerns the Principal) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. **Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. **Non-Retaliation:** All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. **Resolution:** The Board (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

LFCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

**HARASSMENT/DISCRIMINATION/RETALIATION
COMPLAINT FORM**

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Principal or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

LFCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

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LFCS Employee Handbook 2020-21

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

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LFCS Employee Handbook 2020-21

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date

Print Name

Received by:

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LFCS Employee Handbook 2020-21

APPENDIX B

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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LFCS Employee Handbook 2020-21

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____



HANDBOOK 2020-2021

One School... Three locations: K-8

Primary Academy K-3

799 E. Washington Ave.
El Cajon, CA 92020
619.579.7232

Liberty Academy K-5

698 W. Main Street
El Cajon, CA 92020
619.579.7233

**Junior Academy 4-8
Freedom Academy TK-8**

1012 E. Bradley Ave
El Cajon, CA 92021
619.596.5665

**Literacy
First
Charter
Schools**



"The tree of knowledge begins with literacy."



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Patriot Legacy Ed Foundation](https://m.facebook.com/LiteracyFirstCharter/PatriotLegacyEdFoundation)



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[@patriotlegacy](https://www.instagram.com/patriotlegacy)
[@liberty_lc](https://www.instagram.com/liberty_lc)
[@lfcs_k12](https://www.instagram.com/lfcs_k12)



www.lfcsinc.org

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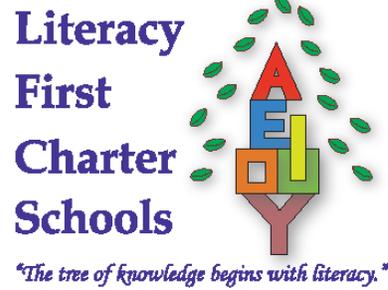
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OUR MISSION

LITERACY:

the process of being educated, cultured, and having skilled abilities in multiple disciplines

Literacy First Charter Schools exists to
nurture the whole child from kindergarten through high school graduation by
igniting a passion for comprehensive L I T E R A C Y and
equipping each child to wholeheartedly participate in their community.

OUR VISION

Literacy First views education as a process, not a product, which enables students to go from learning to read, to reading to learn.

LFCS desires to shape

- L** Literate, life-long learners
- I** Independent thinkers
- T** Technologically literate citizens
- E** Enthusiastic and highly qualified teachers
- R** Reliable assessments that provide students a productive educational experience
- A** Aspiring leaders who positively impact their community
- C** Community that understands and supports the mission of LFCS
- Y** Yearly fiscal sound budget

OUR VALUES

NURTURE

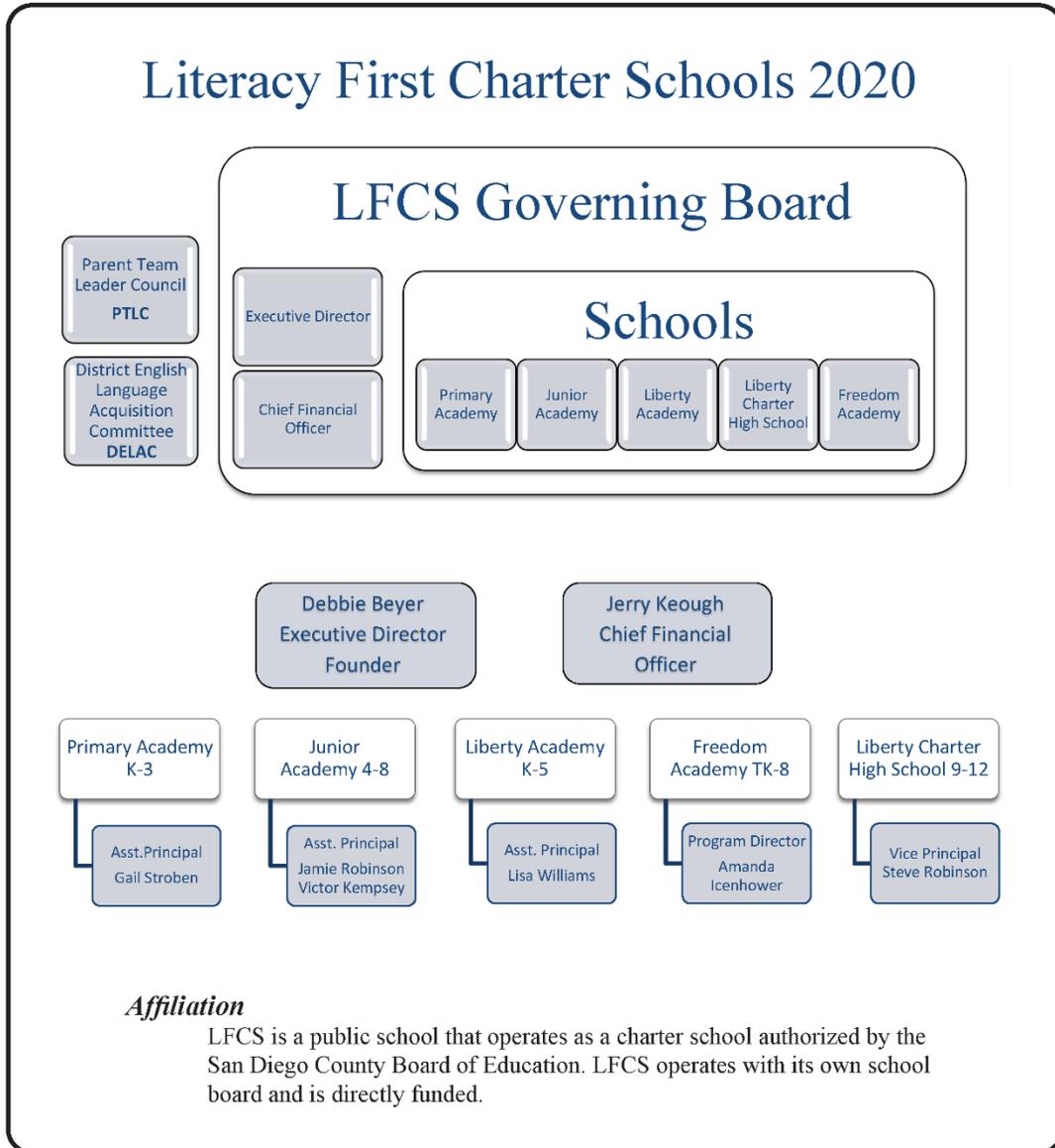
- All children will be known, recognized for their unique and creative nature and be comfortable to take risks.
- All staff will be invested in the success of each student through continuous professional development
- All parents will be recognized as invaluable resources

IGNITE

- All children will be cultured, and literate in a wide-range of subjects
- All staff will have an enthusiasm for teaching using research proven methods where student success is expected
- All parents will be enthusiastically drawn into the school environment

EQUIP

- All children will be self-directed, life-long learners and innovative leaders
- All staff will encourage students to be productive, independent, values-conscious thinkers
- All families will serve as links to the community where students can become informed participants in the democratic process



SCHOOL DAY

- *Schedule*
 Primary/Liberty Academies 8:00 – 3:15
 Kindergarten
 AM Session 8:00 – 11:20
 PM Session 11:55 – 3:15
 Junior Academy 8:10 – 3:25
- 
- *Before and After School Pick-up*
 Supervision does not occur at any campus before 7:30. Students are not allowed on campus before 7:30 unless they are accompanied by an adult. At the end of the school day, students will be escorted to the appropriate location by their teacher. Parents are asked to come to ***the assigned area and follow the traffic flow in order to pick up their children.*** Any student remaining on campus after the traffic pick-up is finished must report to the after school care and parents will be charged for this service. No student may remain anywhere on campus unattended.
 - *Lunch Program*
 Lunch will be provided by Grossmont Union School District lunch program at a cost of \$3.25. Money for school lunches should be placed in an envelope with the student's name/teacher/grade level on it and delivered to the office. There will be free and reduced lunches available. Families interested in the free and reduced lunches need to fill out the proper paper work from the office. *Applications are not retroactive so applications should be submitted immediately at the start of the year.* Students not participating in this program need to bring a cold lunch.
 - *Extended Care Program*
 An after school care program is provided for students whose parents work and are not able to pick up their child by the end of the school day. *In order to maintain our low rate, extended care is not available to parents who are not working.* The hours of operation are 11:45 p.m. – 5:30 p.m. There is no morning care available for any students, including those Kindergarten students in the PM Kindergarten program. Information and applications for this program are available in the school office. There is a fee for this service. Children will be checked into the extended care program at 3:40 p.m. for the Primary and Liberty Campuses and at 3:45 p.m. at the Junior Campus.
 Students must be picked up by 5:30 P.M. Any student picked up 10 minutes or more after 5:30 on two occasions may not be able to continue to use the service. Any student who is picked up past 5:30 at all on ten occasions may not be able to continue to use the service.
 - *Field Trips – Extra Curricular Activities*
 Field Trips – Field trips are an important part of the curriculum and are arranged by the individual teacher. No student will be permitted to go on a field trip without written permission (signed and submitted to the office before school begins). Notification of field trips will be sent home several days prior to the trip. ***Adults serving as supervisors and/or drivers may not bring preschool children. Adults are expected to wear modest clothing that is suitable for the type of field trip being taken. Field trips that require students to dress formally, also require parents to do so. Shorts and t-shirts are not appropriate for a fine arts field trip.***

Car Regulations

1. The legal responsibility for the safety of each student being transported in a vehicle rests with the registered owner of the vehicle. Proof of adequate amount of insurance and a valid driver's license must be presented prior to approval for driving.
2. The vehicle owner/driver must complete the Field Trip Registration Form for Drivers prior to the activity or field trip.
3. The vehicle owner/driver must follow the plan and prescribed route given by the teacher.
4. The number of students in a vehicle shall not exceed the number of seat belts available. Seat belts must be worn and students who are not 8 years old or 4 foot 9 inches tall must be in booster seats. No student may sit in the front seat of the vehicle if it is equipped with passenger side air bags.



Extra Curricular Activities – All extra curricular activities must be approved by school administration before student participation. The activities must have approved adult supervision at all times. Activities requiring driving must have Driver Registration Forms for each driver filed in the school office prior to the activity.

ATTENDANCE POLICY

It is the intent of Literacy First Charter School to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or LFCS policy. In the event of an absence, the parent/guardian should contact the office as soon as possible.

A student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with LFCS policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence to the school office. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, LFCS staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Unverified Absences/Truancy

Students shall be classified as truant if the student has unverified absences from school for three full days in one school year, or if the student is tardy for more than any 30-minute period during the school day without a verified excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

Truancy Process:

1. Two (2) consecutive unverified absences will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.
2. A call home will also be made on the third (3rd) unverified absence, regardless of when it occurs, by Principal or designee. In addition, the student's classroom teacher may also call home and/or LFCS may send the parent an e-mail notification. In addition, upon reaching three (3) unverified absences in a school year, the parent/guardian will receive "Truancy Letter #1" from the LFCS. This letter must be signed by the parent/guardian and returned to LFCS. This letter shall also be accompanied by a copy of this Attendance Policy.

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3. Upon reaching seven (7) unverified absences, the parent/guardian will receive “Truancy Letter #2 – Conference Request,” and a parent/guardian conference will be scheduled with the Principal and classroom teacher to review the student’s records and develop an intervention plan/contract. The parent may be asked to sign an attendance contract during this meeting. In addition, LFCS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unverified absences, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a “Habitual Truancy Re-classification Letter #3,” and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of the Executive Director and at least two certificated employees of LFCS who are not teachers of the student, and at least one board member. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - a. The SART panel shall direct the parent/guardian that no further unverified absences or tardies can be tolerated.
 - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. After school detention program
 - iv. Required school counseling
 - v. Loss of field trip privileges
 - vi. Loss of school event privileges
 - vii. Required remediation plan as set by the SART
 - viii. Notification to the District Attorney
 - c. The SART panel may discuss other school placement options.
 - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student’s district of residence.
7. For all communications set forth in this process, LFCS will use the contact information provided by the parent/guardian in the registration packet. It is the parent’s or guardian’s responsibility to update LFCS with any new contact information.
8. If student is absent ten (10) or more consecutive school days without a verified excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to LFCS’s communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student’s district of residence.

Parent failure or refusal to participate in the process does not prevent LFCS from moving forward with its procedures.

Frequently Asked Questions (FAQ) For Parents:

1) How do I report absences?

Each and every absence must be reported **to the front office** of your student's school. It is best if you call the school as soon as you know your child will be absent. You may have your child bring a note to give the office.

It is great when you communicate absences with your child's teacher, however in order for the absences to be reported you **must** communicate with the front office.

2) What does truancy mean?

Truancies are unverified absences by law. State law defines a truant as a student who has had at least 3 full or partial days of unverified absences including unverified tardies over 30 minutes, in one school year.

3) How long do I have to clear my child's absence?

It is preferred that parents call the school as soon as they know their child will be absent, but parents have **5 school days** to clear the unverified absence before it is recorded as a truancy.

4) Can I get these truancy codes removed after 5 days?

Absences after the 5 day limit has passed cannot be corrected.

5) Are tardies considered truancies?

There are two different kinds of tardies. The first type of tardy is coded **D** on your child's attendance, it means that they are less than 30 minutes late. **D** tardies are not considered a truancy. The second type is a **G** tardy, it means that your child was more than 30 minutes late and was unverified. A **G** tardy is considered to be a truancy. Tardies that are verified will not count against your child in regards to truancy.

SCHOOL EXPECTATIONS

- *Tardies*

Primary/Liberty Academies

Students will be considered tardy @ 8:01 a.m. Tardies are recorded and will affect a student's academic progress and opportunities according to their grade level and their specific procedures. Students should be in line with their class in the morning. All tardies are reflected in a student's attendance record, including excused tardies. *After 5 tardies, students may be required to make up missed time at recess or after school.*

Junior Academy

Students will be considered tardy @ 8:11 a.m. Tardies are recorded and will affect a student's academic progress and opportunities according to their grade level and their specific procedures. Students should be in line with their class in the morning. All tardies are reflected in a student's attendance record, including excused tardies. *After 5 tardies, students may be required to make up missed time at recess or after school.*

Students arriving to school tardy must go to the office to check in and receive an admit card to go to class. Continual absences or tardies can result in a referral to the School Attendance Review Team (SART) or a behavior support contract.

- *Student Illness*
In case of illness students report to the teacher who in turn refers them to the office. Only the school office personnel may contact the parents and request a student be taken home. For security reasons, parents must sign a student out in the office before taking a student off campus.
- *Medication Policy*
No medication of any kind may be furnished to students by the school or administered by school personnel without written consent from the referring physician and parent/guardian stating the student's name, name of medication and dosage. All prescription medication must have a Doctor's note indicating the name of medication and dosage. (This includes inhalers and pain relievers for braces, headaches, etc.) A log will be kept in the office of medication given and dosage. A form must be obtained from the office for the prescribing doctor to fill out, and this must be updated each year.
- *Leaving Campus*
Parents/guardians needing to pick up their child during school hours must report to the school office and sign their child out. **Parents may not go directly to the classroom.** Students will be released to the individuals who have been listed on the emergency release cards filed in the office, only.

Parent Notices

- *Campus Visitations*
We welcome and encourage parents and guardians to come and visit our campuses. Visiting or volunteering parents must first sign in at the school office. Staff will direct as to the most current method of signing in. If a parent wishes to make a formal observation visit, out of courtesy, the classroom teacher should be given a 24 hour prior notice.
- *Off Campus Appointments*
Parents are encouraged to schedule their child's medical/dental appointments outside the regular school hours. A student arriving late or leaving early must be signed in/out by a parent/guardian.
- *Family Trips*
Parents needing to take their child from school for a family related trip need to contact the school office at ***least one week*** prior to the absence to obtain an Independent Study Contract.
- *Independent Study Contracts*
If an absence is known in advance then the student may request an Independent Study Contract (ISC) in order to keep up with the class for the days that they are absent. ISCs need to be requested through the main office ***at least one week*** prior to the student being absent. The ISC needs to be completed and returned to the office within one week of the student returning to class in order for the student to receive credit for that work. The contract needs to be arranged through the office and needs to be signed by all parties involved, teacher, student, and parent before the date of absence. Contracts must be approved by the administration.

Dresscode Guidelines

General:

Students must adhere strictly to prescribed dress policy. Attire is to be clean, neat and in good repair. Students should be in prescribed dress at all times (Dress-up days excepted). Unhemmed skirts, pants or shorts are inappropriate. Literacy First uses Nunes Apparel as the

prescribed dress provider. While clothing does not have to be purchased from Nunes, it must look **identical** to the design of Nunes Apparel. **All students must have a red polo with the LFCS logo provided by Nunes for a field trip. All outerwear on a field trip must be navy blue w/LFCS logo or bulldog logo, no athletic outerwear. There are no exceptions to this policy. It is recommended that these items are ordered early, so you are prepared on the first field trip.**

Hair: Hair styles should be in good taste; neat, well-groomed and a natural hair color. Hair should be kept out of a student's face with the eyes being visible. It is recommended that students with long hair keep it tied back. Hair styles are subject to administrative approval.

Outerwear: Sweaters and jackets must be solid navy only. Outerwear on fieldtrips must be navy w/LFCS logo or bulldog logo, no athletic outerwear. No stripes, patterns, or designs.

Shoes: Closed toed shoes are to be worn.

Hats and Visors: Hats and visors may be worn on the playground only. All hats must be the official LFCS hats only, no other hats are allowed.

Polos: Polos are to be solid in color. Peter Pan and Oxford shirts are no longer prescribed dress. Puffed sleeves, yokes, lace ruffles are not acceptable.

K-3 – hunter green, red, navy, white, maroon

4-8 – hunter green, red, navy, white, maroon, baby blue, yellow

Pants, Shorts, and Capris: May be navy or khaki. (Khaki color must match Nunes dark khaki color.) No cargo pants or cargo shorts are to be worn. Pants must be the correct size, not oversized, baggy, or too tight, and must be worn at the waist.

Accessories: Belts, ties, socks of any kind, leggings or tights must be only solid polo shirt colors. School uniforms must be worn over leggings and tights. (Exception: Black leggings and socks are permissible.) Hand stockings are not allowed. All hair accessories, including hair bows, must be only solid polo shirt colors. (Exception: Hair accessories may also be black, or red, white, and blue with only those 3 colors being present together.) Scarves and gloves may only be worn when it is cold. Socks may have a brand logo on them as long as the logo is no bigger than two inches in length.

Piercings: All piercings must be modest. All visible piercings must be located on the ear, not anywhere else on the face, neck or head.

Clarifications:

- Tanks, camis, and other shirts worn under the polo shirt may not be visible. They are to be tucked in. If the shirt sleeve can be seen, it must be a polo color, it doesn't have to match the polo being worn, but it must be one of the polo colors. Black and grey long sleeve shirts are not allowed.
- At no time should underclothing or bare skin be visible.
- Skirts, jumpers, and shorts must be no shorter than 3 inches above the knee in length.
- Skirts and jumpers are to be navy, khaki, or approved LFCS plaid available through Nunes.
- Heavy make-up is inappropriate and subject to administrative approval.
- Excessive accessorizing is inappropriate. Jewelry must be in a style that does not distract from the learning. Administration discretion will be used to determine the amount distraction such an accessory may be/is causing.
- Body piercings and tattoos are not permissible.
- Clothes must be form fitting, not too tight/small or too loose/big. Subject to administrative discretion.

Dress-up Days:

On all half day Fridays students may wear regular well-maintained blue jeans, jeans skirts, jeans shorts or jeans capris and any school spirit shirt.

On full day Fridays students may wear any school spirit shirt as well; however, prescribed dress bottoms must be worn.

Consequences:

1st offense – Teacher will record the name of student out of dress code, and the student receives a warning.

2nd offense – Student is sent to the office and parents will be notified to bring appropriate dress.

3rd offense – Student is sent home for the day. Repeat offenses can result in suspension.

*7th and 8th grade students will receive a step for being out of dress code.

(See pages 23-24 for Behavior Expectations.)

Behavior Guidelines

- ***Discipline Policy***

The discipline policy will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process. The policy will be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

The discipline policy will include the students' rights and responsibilities and the school's suspension and expulsion policies as outlined below. This will be made available to all students and their parents. (See pages 21-22 for specific details on the Discipline Policy.)

Students

Rights

To attend a safe and orderly school

To be treated with respect by all students and personnel

To receive instruction on a daily basis that will be the base for pursuit of higher education

To receive personal guidance, encouragement, and special assistance as necessary

To receive ongoing assessments of progress

Responsibilities

To abide by all rules of behavior and conduct

To treat all persons, students and school personnel, with respect

To attend school on a regular basis

To make an honest effort to perform all classroom work assigned

To participate in all assessments measures (i.e. tests)

Students who do not live up to their responsibilities and who violate the school rules, may expect consequences for their behavior. Consequences may include but are not limited to, the following:

- 1) Warning
- 2) Loss of Privileges
- 3) Isolation within the classroom or in other supervised area
- 4) Notices to parents by telephone or letter
- 5) Request for parent conference
- 6) Suspension
- 7) Expulsion

- *Playground Procedures*

Students are to:

- Stay in assigned play areas.
- Follow directions of the playground supervisors and answer whistle/bell promptly.
- Use equipment appropriately.
- Show respect for yard supervisors at all times.
- Observe game procedures, play fair, and respect one another.
- Be in control and use only appropriate and acceptable language.
- Keep hands and feet to yourself at all times.
- Dangerous games are prohibited at all grade levels.
- Snacks must be eaten and finished in the assigned area, and all trash thrown into trash cans.
- No balls, jump ropes, chairs, etc. may be taken onto the jungle gym area.

When the whistle blows to end recess all playing stops, students freeze. After a second whistle, students walk quietly to the appropriate area. Students follow their teachers to the classroom quietly and in order.

Students are not allowed in buildings to use the restroom during recess unless given a restroom pass by the playground supervisors. Students will be aware of the appropriate restroom to use during lunch and recess time. Screaming, yelling, loitering, or playing around in the restroom is not permitted.

- *Lunch Procedures*

- Eat in assigned lunch areas.
- Follow directions of the lunch supervisors, answer promptly, and show respect at all times.
- Stay seated at all times, raise hand for permission to leave tables.
- Be in control and use only appropriate and acceptable language.
- Keep hands and feet to yourself at all times.
- All students must eat their own lunch and finish in the assigned area.
- All trash must be thrown into trash cans before student is released to playground area.
- Students must be released by the lunch supervisor.
- Empty lunch boxes need to be put in designated area before playing on the playground.

- *Bathroom Procedures*

The teacher will explain the bathroom procedure for each grade level when using the restroom within classrooms. Along with teacher explained procedure, all students are expected to:

- Go directly to the restroom and return to playground or class in a timely manner.
- Keep the restroom area clean by flushing toilets and throwing trash into the trash can.
- Screaming, yelling, loitering, or playing around in the restroom is not permitted.
- Report any problems in the restrooms to their teacher or yard duty supervisor immediately.

- **Toys:** Toys, games, and any item that is being used as a toy or game is not allowed at school. Such items will be confiscated. Exceptions to this sort of item at school would be only if such items are specifically given permission by the teacher for academic purpose or a specific school activity. Fidget Spinners are considered toys. For that reason, the only time they are allowed to be used at school is when the classroom teacher gives permission for them to be used for “academic purpose” to help students focus on instruction during class. Fidget spinners and slime are not allowed on the playground.

- **Selling on Campus:** Students are not permitted to bring things to sell. All business on campus must be school approved.
- **Unauthorized Areas:** Students are not permitted to go into unauthorized areas of the school or classrooms without staff supervision.
- **Public Displays of Affection:** LFCS expects all students to treat each other formally as school is a formal setting. While on school grounds and during school activities, students must refrain from public displays of affection such as but not limited to holding hands, sitting in each other's lap, having arms around one another, leaning on one another, extended full frontal hugs, non friendship hugs, kissing, or other conduct of a sexual nature.

SUICIDE PREVENTION POLICY

Literacy First's Comprehensive School Suicide Prevention Policy can be viewed at any of our school offices. Information about suicide prevention can be found on our school website. www.lfcsinc.org

HARASSMENT POLICY

Literacy First Charter Schools is committed to providing a learning environment that is free from harassment of any kind. Harassment of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner. A charge of harassment shall not, in itself, create the presumption of wrongdoing. However, substantiated acts of harassment will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities and also on social media if the harassment impacts the students at school. It includes, but is not limited to, any or all of the following:

Bullying

A decision to hurt another resulting in repeated hurtful acts within a power imbalance where the aggressor finds enjoyment through the unjust and hurtful use of power while the target experiences a sense of oppression. The motives for bullying can be, but are not limited to, bias and/or hate. Bullying acts can be physical, verbal, psychological, sexual, direct, and/or indirect.

Verbal Harassment

Any written or verbal language or physical gesture directed at an administrator, teacher, staff member, or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.

Visual Harassment

Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures.

Sexual Harassment

Includes unwelcome sexual advances, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of Literacy First Charter Schools to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome;
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student must report the harassment to the Principal.
2. The student alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.
3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.

4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.
5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

Technology Guidelines

This policy is for management and usage of computer resources owned and operated by Literacy First Charter School. The policy indicates what privileges and responsibilities are characteristic of acceptable computer usage. **Violators of computer resources use policies will lose computer access privileges. Families will be held financially responsible for the loss of or damage to school-issued laptop computers.**

Guiding Principles for Responsible Computer Usage

1. Users assume an affirmative obligation to seek answers from appropriate computer personnel for any questions concerning the ethical or legal use of computer facilities.
2. Unless noted to the contrary, data files should be considered private and confidential.
3. Users are responsible for knowing regulations concerned with copying software and may not use the school's equipment, materials or software to violate the terms of any software license agreement. Duplication of computer materials and software without proper authorization from the holder of the copyright is prohibited.
4. The school's computers, materials or software may not be used for unauthorized commercial purposes or monetary gain.
5. The school's computers may not be used to play games or transmit material via any media that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
6. Users may not use the electronic information services to plagiarize another's work. Credit is to be given to the person(s) who created the article or idea.
7. Users may not vandalize computer resources or the electronic information services in any form. Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy school equipment, electronic information services or the data of another user.
8. Literacy First Charter School reserves the right to monitor computer and/or electronic information services activity in any form seen fit to maintain the integrity of the computer equipment, the school's network services and/or the Internet web site.
9. Students are to use the computers in the manner that they are instructed to by staff. Using the computers for any other reason may result in disciplinary action.

Concerning Internet Usage

Reasonable precautions are established to prevent access to pornography, "hate groups," and other non-educational Internet sites. Such precautions include, but are not limited to, an Internet router system, which scans and limits access to Internet sites, a monitor scanning software allowing the instructor to view each student monitor from the instructor's monitor and instantly blank, lock, or deactivate the student's system. Any student intentionally attempting to or bypassing these precautions will be denied computer access. The discipline board or school officials will determine other administrative disciplinary actions. **The student and his/her parents accept responsibility for the student's on-line actions.** All other disciplinary policies of Literacy First Charter Schools apply to the use of technological resources.

Concerning General Usage

Literacy First Charter Schools will report suspected criminal activity to law enforcement authorities. Criminal activity includes, but is not limited to: defamation; obscenity; discrimination; violation of copyrights, trademark and/or licenses, and/or violation of other rights arising under the law.

Students are encouraged to remove any "personal" information stored on Literacy First Charter Schools computers. Generally, Literacy First Charter Schools will delete information left on computers/networks.

Instruction

1. The selection of electronic information services is governed by established School's instructional materials selection policies, procedures and regulations.
2. The electronic information services utilized shall support School approved curricular objectives and shall be relevant and appropriate for student's ages and abilities.
3. The School shall make every effort to provide equal access to all students throughout the School.
4. Acceptable use of electronic information services includes, but is not limited to, adherence to US copyright laws and guidelines and School's policies and regulations regarding use of copyrighted materials.
5. The School shall make every effort to protect students from any misuse or abuse as a result of School's approved electronic information services. It must be understood that it is impossible for the School to eliminate access to all controversial materials, despite monitoring.
6. Students using electronic information services shall also be informed that there can be no expectation of privacy as the School's staff reserves the right to monitor or examine all system activities to ensure their proper use.
7. All students will be required to sign the appropriate responsibility contract to be granted access to the School's network. Parents must also sign the appropriate contract giving positive parent permission for their student to have access to the School's network. Please see Receipt of Annual Notification for the required signature.
8. All Students shall receive copies of site based guidelines and receive instruction prior to utilizing electronic information services. Instruction shall include online etiquette and the legal, ethical, and practical issues of acceptable use.

Violation of these user obligations and regulations may result in loss of electronic information access or other disciplinary action deemed appropriate for the violation.

- *Electronic Devices*
Cell phones and other electronic devices (such as iPods, personal game devices, smart watches, etc...) are not permitted on campus. If a student must have a cell phone with them for after school use, the office must know about it and the cell phone must be turned off and in the backpack at all times during school hours. Lost or stolen forbidden electronic devices are not the responsibility or concern of the school. Visible cell phones will be confiscated, these include all cell phones that can be seen, including those being kept in pockets. Cell phones must be in backpacks at all times. Unauthorized video or photos taken and/or posted at school, could result in disciplinary actions for unauthorized cell phone use on campus. Individual cases will be handled by the administration on a case by case basis.
- *Social Media*
Literacy First Charter Schools expects students to treat others respectfully, this includes social media. Any misuse of social media at school or at home that impacts students or the school may lead to disciplinary actions.

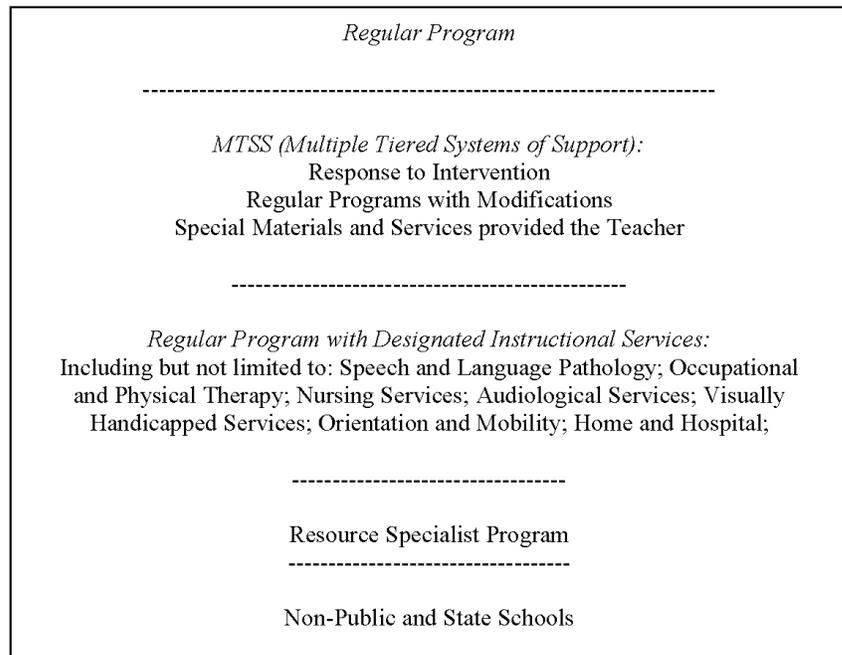
ACADEMIC PROGRAM

- *Curriculum*
Literacy First Charter Schools maintain a high expectation for our educational program. Our materials are California standards based and chosen specifically to meet the needs of a varying population of children. A complete listing of school curriculum is located on the school website: www.lfcsinc.org.
- *Yearly Assessments*
Our California Assessment of Student Performance and Progress takes place in spring every school year. If you are interested in having your child opt out of the testing, please contact your site administrator.
- *Calendar*
The LFCS calendar, longer school days and longer school year, is integral to the LFCS rigorous academic program.
- *Report Cards*
Report cards are issued triennially. The purpose of the report card is to give the parent and the student an indication of the progress being made.
- *Honor Roll*
Students in grades 4-8 who achieve a 3.5 G.P.A. or better in the four core subjects and P.E. will be awarded honor roll triennially. G.P.A. breakdown: A+ and A = 4.0, A- = 3.7, B+ = 3.4, B = 3.0, B- = 2.7, C+ = 2.4, C = 2.0.
- *Parent Teacher Conference*
Parent teacher conferences occur at the end of each trimester. First trimester conferences are mandatory in grades K-6.
- *Parent Involvement*
Parents are encouraged to be actively involved in their student's classroom or school community according to the LFCS Charter and a minimum of **40 hours per year** is encouraged. Teachers will have specific tasks. Additionally, our PTLC is eager to recruit willing parents. Events throughout the year also provide opportunities for parent involvement.

- *Student Services*
 Students with special needs:
 The teachers within each school continuously review individual student needs. Student progress is then carefully monitored. Any student receiving classroom modifications will be placed on an RtI.

SPECIAL EDUCATION SERVICES

Federal and state laws require public school districts to provide a “free and appropriate public education” for “disabled children”. Both federal and state legislation mandate time lines for referral, assessment, certification, placement, and provision of appropriate services to all students with exceptional needs. If a student’s needs cannot be met with curriculum modifications, a referral to a Special Education Department is made through the Student Study Team. The team assures all areas of suspected disability are assessed. A full range of special education programs is available for eligible Literacy First Charter Schools students. The continuum for program placement is illustrated by the figure shown below.



An Individual Educational Program (IEP) is written for each special education student. The program is developed with participation of the student’s parent or guardian who must approve the program. All special education teachers must be certified by the state for the specific instruction or services they provide to students with disabilities.

DISASTER PREPAREDNESS

- *Drills*

Fire and disaster preparedness drills are practiced at regular intervals. Exit routes are posted in each classroom and children are instructed in the manner in which to behave should this occur. A disaster preparedness plan has been developed and is on file in the school office.
- *Student Release*

In the event of a fire or disaster students will only be released to individuals indicated on the emergency release cards filled out by the parent/guardian. Parent or guardians picking up students must sign them out with school personnel before leaving the premises.
- *Student Behavior*

All students are expected to:

 - Follow directions that the classroom teacher has previously instructed the class to do.
 - Walk silently in an orderly manner to the assigned area of evacuation where attendance will be taken.
 - Follow additional instructions given by the teacher or emergency personnel.
 - No student may leave the evacuation area unless released by school personnel.
 - Screaming, yelling, or playing around is not permitted at any time.

LITERACY FIRST CHARTER SCHOOLS BEHAVIOR CODE

<p>Campus/Classroom Disruptions (See 7th and 8th grade Behavior Expectations) Students are expected to follow rules established by teachers for acceptable campus/classroom behavior, this includes disrespectfulness.</p>	<p>1st offense – Student sent to office on referral, parent contact, apology 2nd offense – Parent conference, possible suspension 3rd offense – Parent conference, possible suspension</p>
<p>Cheating/Attempting to Cheat Students are expected to do their own work on all school assignments and tests. Cheating is considered a misrepresentation of tests or work in an attempt to deceive.</p>	<p>1st offense – Conference with student and teacher, apology, no credit on assignment or test, parent contact 2nd offense – Student sent to office on referral, no credit on assignment or test, parent contact, possible suspension 3rd offense – Suspension from school</p>
<p>Dangerous Objects/Weapons Any object or device, which in the judgment of a school official could be used as a weapon, will be confiscated and disciplinary action will be taken.</p>	<p>Administrative Action:</p> <ul style="list-style-type: none"> • Confiscation of weapon/dangerous object • Suspension/ parent conference/ police contact • Expulsion • Any combination of the above
<p>Deception Deception is the act of, but not limited to, lying, committing a dishonest act, forgery, falsifying or altering school documents and providing false identification.</p>	<p>1st offense – Student sent to office on referral, parent contact, apology 2nd offense – Parent conference, apology, possible suspension 3rd offense – Parent conference, possible suspension</p>
<p>Defiance of Authority Defiance refers to the refusal by a student to follow the directions of a school employee. This includes, but is not limited to, refusal to give legal name, accompany the employee to the office, or give accurate, truthful information.</p>	<p>1st offense – Student is sent to the office, parent contact, referral, apology, possible suspension 2nd offense – Parent conference and possible suspension. 3rd offense – Possible suspension</p>
<p>Destruction of Property/Vandalism Vandalism is the intentional damaging or destruction of public or private property. This includes but is not limited to writing in textbooks and on desk counters or table tops, graffiti or tagging and breaking windows.</p>	<p>1st offense – Student is sent to the office, parent contact, restitution must be made, possible suspension 2nd offense – Parent conference and restitution, possible suspension 3rd offense – Parent conference, restitution and suspension</p>
<p>Drugs and Alcohol California law states that the governing body of any school may suspend or expel a student whenever it is established that the student has, on school grounds or elsewhere, used, sold, or been in possession of drugs or alcohol.</p>	<p>Administrative Action:</p> <ul style="list-style-type: none"> • Confiscation of drugs/alcohol • Suspension/ parent conference/ police contact • Expulsion • Any combination of the above

<p>Physical force, verbal or physical threat This includes the use of physical force against another person or threatening to cause injury to another person.</p>	<p>Administrative Action:</p> <ul style="list-style-type: none"> • Parent contact/apology • Referral • Suspension • Expulsion • Any combination of the above <p>1st offense – Student sent to office on referral, parent conference, apology, possible suspension 2nd offense – Parent conference, apology, possible suspension 3rd offense – Parent conference, suspension, possible expulsion</p>
<p>Harassment/Intimidation/Bullying Verbal/sexual harassment can cause embarrassment, feeling of powerlessness, loss of self-confidence, reduce ability to perform schoolwork, and increase absenteeism or tardiness. Harassment or intimidation would include but not be limited to disrespectful remarks which may be related to gender, culture, ethnic background or other expressions of intolerance. This includes harassment committed by means of an electronic act directed specifically toward a pupil or school personnel.</p>	<p>1st offense – Sent to office on referral, parent contact, apology, possible suspension 2nd offense – Parent conference and possible suspension 1st offense – Confiscated, parent contact, returned at the end of the day 2nd offense – Confiscated, parent contact, returned to parent</p>
<p>Obscene acts, profanity or vulgarity Obscene acts, profanity, obscene or pornographic material, or vulgarity are not allowed on campus or at school sponsored events. Skateboards, rollerblades and wheeled shoes To ensure the safety of all students and to protect property, skateboards, rollerblades and wheeled shoes may not be used during school hours.</p>	<p>1st offense – Student sent to office on referral, parent conference, apology, return of property, possible suspension 2nd offense – Parent conference, return of property, possible suspension 3rd offense – Parent conference, return of property, suspension, possible expulsion</p>
<p>Stealing/Theft Possession of Stolen Property Theft is defined as taking property without permission. Property is defined as anything that belongs to another person or the school. It does not matter whose property or what the property is; it is still classified as theft. Also, it does not matter if the property is ultimately returned. The initial act constitutes stealing or theft.</p>	<p>1st offense – Confiscated, parent contact, returned at the end of the day 2nd offense – Confiscated, parent contact, returned to parent 3rd offense – Suspension</p>
<p>Personal Property Cell phones, cameras, ipods, personal game devices, radios, tablets, electronic readers, recording devices, etc. may not be used during school hours.</p>	<p>1st offense – Confiscated, parent contact, returned at the end of the day 2nd offense – Confiscated, parent contact, returned to parent 3rd offense – Suspension</p>

LITERACY FIRST CHARTER SCHOOLS
UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

Appendix J

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Jerry Keough
Chief Financial Officer
698 W. Main St.
El Cajon, CA 92020
619.579.7233

Sample Form



INFORMED CONSENT AND ACKNOWLEDGMENT FOR ATHLETIC ACTIVITIES

The undersigned has read and understands the material contained in this form and hereby authorizes **(Student Name)** to participate in **(insert specific athletic activity or activities)** while enrolled at LFCS or any LFCS School.

By their very nature, athletic activities can put students in situations in which **SERIOUS, CATASTROPHIC** and perhaps **FATAL** injuries may occur. These injuries could include, but are not limited to the following:

- | | |
|------------------------|-------------------------|
| Sprains/strains | Disfigurement |
| Fractures | Head injuries |
| Cuts/abrasions | Loss of eyesight |
| Unconsciousness | Death |
| Paralysis | |

Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution or supervision will eliminate all risk of injury. Although the school may suggest or recommend the use of certain equipment to be purchased by the students, the school does not guarantee that such equipment will be free from defects or protect the student from injury. By granting permission for your son/daughter to participate in athletic activities, you, the parent/legal guardian, acknowledge that such risk exists and assume these risks.

Participation by your child is voluntary and is not required by the school.

The undersigned has read and hereby agrees to hold LFCS Inc., or any LFCS School, its employees, agents, volunteers and/or sponsors and any other person, firm or corporation charged or chargeable with responsibility or liability, free and harmless from any and all claims, demands, damages, costs, expenses, loss of services, action and causes of action resulting from the use of facilities, equipment and participation by my son/daughter in the above named athletic activity, to the fullest extent of the law.

Parent/Legal Guardian (Print Name) Parent/Legal Guardian (signature) Date

Student (Print Name) Student (signature) Date

DISCLAIMER: This material is for informational purposes only. It is not intended to give specific legal or risk management advice, nor are any suggested checklists or actions plans intended to include or address all possible risk management exposures or solutions. You are encouraged to retain your own expert consultants and legal advisors in order to develop a risk management plan specific to your Charter School.

May 2009 page 1 of 1

LIBERTY CHARTER HIGH SCHOOL



HANDBOOK 2020-2021

Literacy
First
Charter
Schools



"The tree of knowledge begins with literacy."

A Literacy First Charter School

www.lfesinc.org



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@patriotlegacy
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Literacy
First
Charter
Schools



"The tree of knowledge begins with literacy."

OUR MISSION

LITERACY:

the process of being educated, cultured, and having skilled abilities in multiple disciplines

Literacy First Charter Schools exists to
nurture the whole child from kindergarten through
high school graduation by
igniting a passion for comprehensive L I T E R A C Y and
equipping each child to wholeheartedly participate in their community.

OUR VISION

Literacy First views education as a process, not a product, which enables students to go from learning to read, to reading to learn.

LFCS desires to shape

- L** Literate, life-long learners
- I** Independent thinkers
- T** Technologically literate citizens
- E** Enthusiastic and highly qualified teachers
- R** Reliable assessments that provide students a productive educational experience
- A** Aspiring leaders who positively impact their community
- C** Community that understands and supports the mission of LFCS
- Y** Yearly fiscal sound budget

OUR VALUES

NURTURE

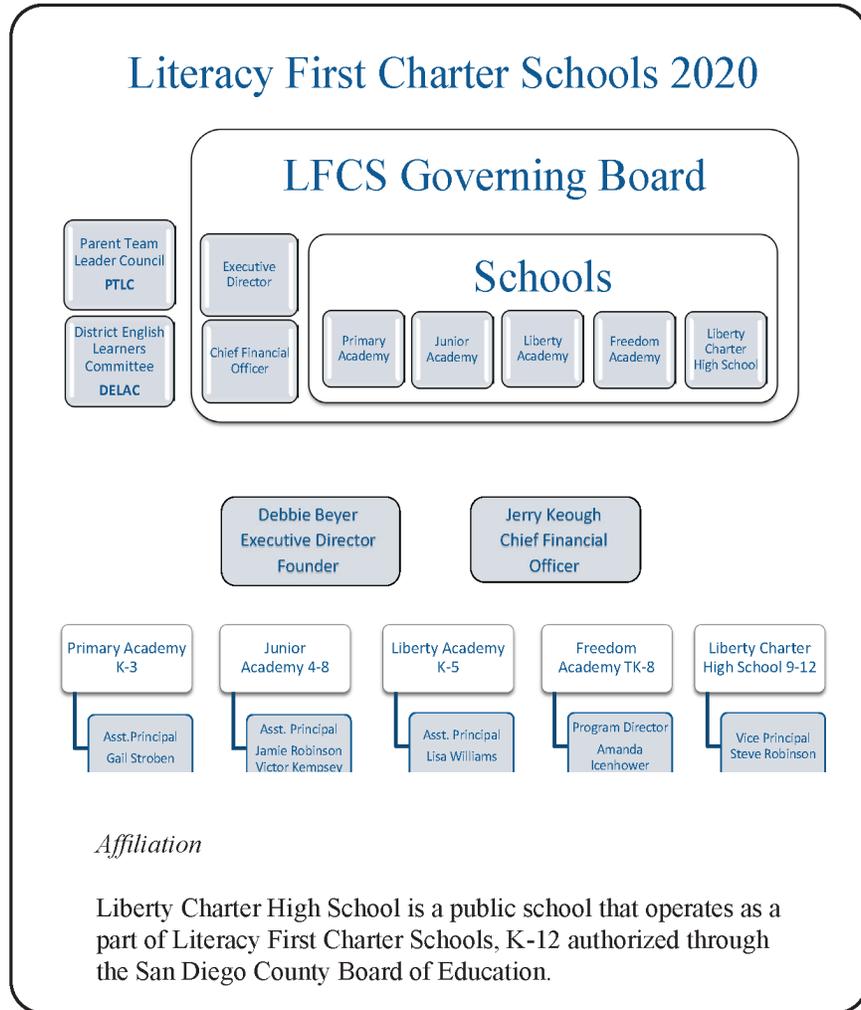
- All children will be known, recognized for their unique and creative nature and be comfortable to take risks.
- All staff will be invested in the success of each student through continuous professional development
- All parents will be recognized as invaluable resources

IGNITE

- All children will be cultured, and literate in a wide-range of subjects
- All staff will have an enthusiasm for teaching using research proven methods where student success is expected
- All parents will be enthusiastically drawn into the school environment

EQUIP

- All children will be self-directed, life-long learners and innovative leaders
- All staff will encourage students to be productive, independent, values-conscious thinkers
- All families will serve as links to the community where students can become informed participants in the democratic process



Debbie Beyer
Executive Director
Founder

Jerry Keough
Chief Financial
Officer

Primary Academy
K-3

Asst. Principal
Gail Stroben

Junior Academy
4-8

Asst. Principal
Jamie Robinson
Victor Kemosev

Liberty Academy
K-5

Asst. Principal
Lisa Williams

Freedom Academy
TK-8

Program Director
Amanda Icenhower

Liberty Charter High School
9-12

Vice Principal
Steve Robinson

Student Handbook

SCHOOL INFORMATION

Liberty Charter High School is currently located at 8425 Palm St., Lemon Grove, CA 91945. The phone number for the Liberty Charter High School's Main Office is 619.668.2131. The fax number is 619.668.2133.

ACADEMIC INTEGRITY

The Liberty Charter High School staff and administration believe in academic integrity, and the principle of the honor code. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Liberty Charter High School students are expected to deny all requests to copy from their own work.

Consequences for violating academic integrity:

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
3. The Principal will be notified.
4. An incident of cheating and/or plagiarism will result in removal from the Honor Roll for that quarter.
5. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

ACADEMIC EXPECTATIONS

Each teacher expects that students will come to class fully prepared, ready, willing, and able to participate in the lessons of the day. The following expectations more clearly explain how students should approach their studies.

Absences

If students are absent, they can contact a classmate, the teacher or make use of the school website, using the teacher web page to receive assignments for classes they have missed. In the case of a prolonged absence, a student's parents should contact the Office for assistance. Once a student attains 8 unexcused absences in any course, they forfeit credit for that course for the semester in which the 8 unexcused absences occurred. Throughout the semester, students with excessive unexcused absences will be assigned Saturday School in order to make up the unexcused absences.

Classroom Attire

Learning deserves an environment of respect and freedom from distraction. All students are required to be in compliance with the dress code.

Classroom Conduct

Students are expected to be on time for each class and not to miss class except in the case of illness or other serious reason. Students are expected to participate in all class activities. Further, they are expected to assist in maintaining order by refraining from disruptive conduct.

Homework

The homework assignment load can fluctuate considerably. This may be a combination of written assignments, reading, study, and long-term projects or papers. Approximately 90 minutes should be spent in study and reading over and above time provided at school each day if a student is to gain the most benefit possible from classes. Assignments should be neat, complete and on time.

Students are expected to complete all assignments in accordance with the student's ability. Any student who does not complete a homework assignment on time will be assigned to Guided Study.

Materials

Students are required to bring all necessary materials to class. This includes all textbooks, workbooks, notebooks, laptop computer, pens and pencils, daily planner, 3-ring binder, binder paper, backpack or book bag, and any other materials required by a teacher.

GENERAL ACADEMIC INFORMATION

Academic Awards

During quarterly assemblies, the school recognizes students who have attained outstanding scholastic achievement in academic departments, membership in honor societies, and other school designated honors.

Exclusion from Social/ Extra-curricular Activities:

Any student will be excluded from social / extra-curricular activities if he/ she has:

- A failing grade in any subject
- More than two (2) truants
- More than two (2) suspensions during the year

Deficiency Notices

Teachers will inform students and parents (via a Lack of Progress Notice) when a student is having serious academic difficulties or lack of achievement. Parents who note any indication of student difficulty are encouraged to contact the teacher as soon as possible to discuss the situation and method to ensure student improvement.

Grading System

The letter “A” indicates superior work; the student consistently excels in quantity and quality of work; a college recommending grade. The letter “B” indicates above average work; the student maintains a good standard of work; a college recommending grade. The letter “C” indicates average work; the student does expected work at a moderate level of achievement. This is a noncollege-recommending grade. The letter “D” indicates below average level of achievement. While this is a passing grade, the student may have to remediate this course to advance to the next level of instruction in that area. A “D” does not fulfill 4-year college entrance requirements. The letter “F” (Failure) indicates student does not meet minimum requirements; no credit is given; most, if not all, course requirements are not completed.

The grade of “I” (Incomplete) may only be given with the permission of the Principal when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become “F”.

Grades represent a judgment by the teacher; they do not necessarily represent a mathematical average, although a teacher may use the following grading scale in forming his/her judgment:

Grading Scale

Grade	Percent	Unweighted / College Prep G.P.A	Weighted Honors G.P.A.	Weighted AP G.P.A.
A	100% - 94%	4	4.5	5
A-	93%-90%	3.75	4.25	4.75
B+	89%-87%	3.5	4	4.5
B	86%-84%	3.25	3.75	4.25
B-	83%-80%	3	3.5	4
C+	79%-77%	2.8	3.3	3.8
C	76%-74%	2.4	2.9	3.4
C-	73%-70%	2	2.5	3
D+	69%-67%	1.8	2.3	2.8
F	66%-0%	0	0	0

Honor Roll

Students earning all A's and B's are eligible for Honor Roll distinction.

National Honor Society

Students having attained the 11th or 12th grade may apply for membership in the National Honor Society if they have attended Liberty Charter High School for at least the two semesters prior to application and have earned an unweighted g.p.a. of 3.5 or better. Selection for membership in the National Honor Society is based on outstanding scholarship, character, leadership, and service. In order to keep their membership current, students must maintain an unweighted g.p.a. of 3.5 or better and continue to demonstrate the above characteristics and activities.

Withdrawal

If a parent wishes to withdraw or transfer a student from Liberty Charter High School, it is his/her responsibility to notify the Principal in writing. In some cases, the Principal may want to meet with the student's parents as well.

Dropping Classes

From the time a student attends a class in which they are enrolled, they have fifteen school days in which to request to drop the class without impact on their gpa and transcript. If a student wants to drop a class after fifteen school days, they risk having a Withdraw on their transcript. Withdraws result in a 0 gpa for that course. Students are not allowed to drop classes after the midpoint in the semester.

AP Class Policy

All students taking an AP class must take the AP exam. There is a significant cost for each AP exam and a fee reduction for students who qualify for free/reduced lunch. AP exams must be ordered by mid-November per College Board policies. Students cancelling an exam after the November ordering deadline must pay a \$40 cancellation fee per College Board policies. Students not passing an AP class at the end of the first semester must move to the College Prep level of the course for the second semester and will be subject to the \$40 AP exam cancellation fee.

Minimum Enrollment Policy

All students must be enrolled in at least four credit bearing classes, delivered through LCHS and under LCHS supervision, per semester for a total of at least twenty credits.

Summer School Policy

Summer school courses cram a year's worth of content and skills into about six weeks of roughly half days of school. Often, and depending on the program, summer school courses do not meet our academic standards. Consequently, we only recommend and endorse summer school for the following limited purposes: credit recovery for a previously failed class, credit for classes not previously taken in order to graduate on time due to insufficient credit in other courses already recovered, credit for courses in order to graduate a year early, credit for courses that will allow a student to take a unique set of courses (typically multiple AP courses) during the school year, credit for courses so that a student can participate in Leadership Council and not fall behind pace to graduate on time, and credit for PE only if a student has already passed that CA Physical Fitness Test and meets one of the previous criteria. There may be other unique exceptions that must be authorized by administration. To be awarded credit toward graduation, all summer school courses must be authorized by LCHS administration prior to enrollment in those summer school classes. Registration for summer school classes must be coordinated with LCHS administration. We do not authorize summer school in order for students to avoid taking the more rigorous equivalent course at LCHS during the school year nor to create a non-rigorous course load during the LCHS school year.

Concurrent Enrollment at Grossmont / Cuyamaca Community Colleges

Juniors and Seniors may take college classes at Grossmont or Cuyamaca Community Colleges for concurrent enrollment credit (LCHS and college credit) under the following conditions. Students must be enrolled in at least four credit bearing classes, delivered through LCHS, at LCHS, and under LCHS supervision, per semester for a total of at least twenty credits as a condition for participating in the concurrent enrollment program. Concurrently enrolled courses would be in addition to the 20 semester credits in which students are enrolled directly through and at LCHS. Students must coordinate their enrollment in these concurrently enrolled courses with LCHS administration. Students may only enroll in college courses that LCHS does not offer. The purpose of our concurrent enrollment partnership is to expand our course offerings to students, not exchange them for courses we provide. Students enrolling in these courses should plan on taking them online or at night as taking these courses during the school day is very difficult to schedule around their LCHS classes

A GUIDE TO UNIVERSITY REQUIREMENTS

Selective universities, such as Harvard and Stanford, (“selective” universities accept well below 50% of applicants) expect incoming students to meet the following entrance requirements:

4 years of English, 4 years of Math, 4 years of Foreign Language (recommended), 34 years of Science, 3 years of Social Studies with an unweighted g.p.a. of at least 3.5 and SAT score of at least 1300.

University of California requires:

4 years of English, 3 years of Math, (4 recommended), 2 years of Laboratory Science (3 recommended), 2 years of Foreign Language (3 recommended), 2 years of U.S. History/Social Studies; electives – two chosen from courses beyond these requirements or from a list of courses in other subjects approved by the University. To be university eligible, a student must have an unweighted g.p.a. of 3.3 (with any SAT score) or an unweighted g.p.a. between 2.82 and 3.29 with appropriate scores as determined by an eligibility index provided by the university. Note that some popular campuses such as UCLA or Berkeley have more stringent requirements.

California State University campuses require almost the same as the UC requirements, but one less of Lab Science, only one year of History (U.S. required), one year of Visual and Performing Arts and three years of electives. CSU eligibility: unweighted 3.0 g.p.a. or 2.0 with appropriate SAT scores.

Many private universities, such as Loyola Marymount, have requirements similar to those of the UC, although some require more Language, Science and Social Science. In general, they look for an unweighted g.p.a. of 3.0 or better. A typical SAT score spread of the mid50% of enrolled students is: Verbal 500 610; Math 500 590.

GRADUATION INFORMATION

Liberty Charter High School offers various pathways by which students may meet graduation requirements. The choice of the pathway depends on the post-graduation plans of the student and academic program in which he or she is enrolled. The plans are summarized below. The LCHS Academic Advisor will guide students as they plan for their future educational options. Parents are encouraged to partner with LCHS and the Academic Counselor as they plan for future educational success of their student in selection of the correct academic plan.

Students must complete a minimum of two years of physical education (20 credits). In order to meet the physical education graduation requirement after completing two years of PE, students must have also passed five of the six components of the California Fitness Test. If after two years of physical

education, a student has not passed the California Fitness Test, they will be required to take full years of physical education courses until they pass. Students who do not pass the California Fitness Test by the end of their senior year will qualify for graduation upon passing four years (40 credits) of physical education.

Advanced Academic Pathway for competitive admission to
UC schools and their equivalent

Subject	Credits	Subject	Credits
UC “b” English	40	UC “a” World History	10
UC “c” Mathematics	40	UC “a” US History	10
UC “d” Life and Physical Science	30	UC “a” American Government	5
Technology	10	UC “g” Economics	5
UC “f” Art	10	Physical Education	20
UC “e” Foreign Language	30	Electives	20
UC “a” Geography	10	Total:	240*

***In addition to these courses and credits, all students must pass senior exhibition with integrity in order to graduate with LCHS, participate in the LCHS graduation ceremony, and earn an LCHS diploma.**

Any “a-e” UC approved course taken beyond the minimum required by the UC also meets the “g” requirement. Any course taken in excess of the graduation requirement counts as elective credit. This diploma option exceeds the minimum UC a-g requirements.

Academic Pathway for general admission to
UC and CSU schools and their equivalent

Subject	Credits	Subject	Credit
UC “b” English	40	UC “a” World History	10
UC “c” Mathematics	30	UC “a” US History	10
UC “d” Life and Physical Science	30	UC “a” American Government	5
Technology	10	UC “g” Economics	5
UC “f” Art	10	Physical Education	20
UC “e” Foreign Language	20	Electives	20
UC “a” Geography	10	Total:	220*

***In addition to these courses and credits, all students must pass senior exhibition with integrity in order to graduate with LCHS, participate in the LCHS graduation ceremony, and earn an LCHS diploma.**

Any “a-e” UC approved course taken beyond the minimum required by the UC also meets the “g” requirement. Any course taken in excess of the graduation requirement counts as elective credit. This diploma option meets the minimum UC a-g requirements.

**General Pathway for admission to
community colleges and the workforce**

Subject	Credits	Subject	Credits
English	40	UC “a” World History	10
Mathematics	30	UC “a” US History	10
Life and Physical Science	30	UC “a” American Government	5
Technology (practical art)	10	UC “g” Economics	5
Fine Art/Foreign Language	10	Physical Education	20
UC “a” Geography	10	Electives	30
		Total:	210*

***In addition to these courses and credits, all students must pass senior exhibition with integrity in order to graduate with LCHS, participate in the LCHS graduation ceremony, and earn an LCHS diploma.**

Any “a-e” UC approved course taken beyond the minimum required by the UC also meets the “g” requirement. At least 10 of the mathematics credits are from UC “c” mathematics courses. Life and physical science requirements can be met by UC and non UC approved science courses. Any course taken in excess of graduation requirement counts as elective credit.

UC A-G REQUIREMENT DEFINITIONS

- a: history/social studies; 2 years required in world history and US history
- b: English; 4 years required
- c: mathematics; 3 years required in at least algebra 1, algebra 2, & geometry
- d: laboratory science; 2 years required in biology, chemistry, or physics
- e: language other than English; 2 years required
- f: visual and performing arts; 1 year required
- g: college preparatory elective; 1 year required through the equivalent of one year of an “a-f” course beyond these minimal requirements. The senior year American government and economics courses meet this requirement.

GRADUATION POLICIES

In order to graduate from LCHS and earn an LCHS diploma, students must meet at least the coursework and credit requirements of the General Diploma and pass Senior Exhibition.

Senior Exhibition

1. In order to present their senior exhibition, students must have each component of the exhibition signed off by an LCHS staff member. All components of the senior exhibition must be complete and approved before students can present.
2. Students must present their senior exhibition on the assigned day and time. Exceptions will be made only for documented emergencies. In the case of an emergency, students must reschedule and complete their presentation no later than three calendar days before the last day of school (i.e. if the last day of school is June 13, students would need to have completed their presentation by the end of the day on June 11) in order to participate in the graduation ceremony.
3. Every aspect of the senior exhibition is to be completed with integrity. Any student who displays a lack of integrity in the completion of their senior exhibition risks earning a failing grade for the exhibition and may not graduate from LCHS, earn a diploma from LCHS, or participate in the LCHS graduation ceremony. Examples of completing the senior exhibition with a lack of integrity could be, but are not limited to, falsifying information, forging documents, or misrepresenting the experiences, ideas, or words of oneself or another. If an integrity issue is verified, an individualized redemption plan* will be crafted and offered to the student that must be completed in order to graduate from LCHS, earn a diploma from LCHS, or participate in the LCHS graduation ceremony. Such students will also lose the privilege of attending senior activities such as Grad Night and Senior Ditch Day with no refund of pre-paid tickets.
4. For students who completed their senior exhibition project with integrity but failed their initial presentation, they will be provided the reasons why they failed and as many opportunities to re-present as is needed to pass. LCHS desires that all seniors legitimately pass senior exhibition with integrity. A student must pass the project and presentation portions of senior exhibition in order to graduate from LCHS, participate in the LCHS graduation ceremony, and earn a diploma from LCHS.
5. Students with IEP's will be afforded the appropriate accommodations as stated in their IEP during the completion of their senior exhibition.

Participation in the LCHS Graduation Ceremony

To participate in the LCHS graduation ceremony, a student must meet **both** of the following criteria:

1. have earned enough credits to be at least within 20 units of meeting the LCHS credit graduation requirement at the conclusion of a student's senior year
2. have completed and passed senior exhibition with integrity

Students who do not meet LCHS graduation requirements upon the conclusion of their senior year

Any student who does not meet LCHS graduation requirements upon the conclusion of their senior year, whether due solely to failing senior exhibition or not, will need to enroll in an adult school or other high school and meet that school's graduation requirements as these students will earn a diploma from the adult school or other high school in which they enroll.

Participation in Grad Night and Senior Ditch Day

1. Participation in Grad Night and Senior Ditch Day is limited to those seniors who have met all senior exhibition deadlines at the time of Grad Night ticket sales, are passing all their classes, and have clean discipline records. A history of excessive attendance, dress code, and technology violations, defiance, disrespect, dishonesty, disruption, violence, controlled substance use, or other significant or chronic violations of the LCHS code of conduct may preclude a student from attending Grad Night and Senior Ditch Day.
2. If evidence of a lack of integrity in the completion of a student's senior exhibition is detected between the purchase of Grad Night tickets and participation in Grad Night activities, the student will forfeit the privilege of participating in Grad Night and Ditch Day and will not be refunded the cost of their Grad Night ticket, including any transportation costs associated with Grad Night for which the student has paid in advance.

*Sample individualized redemption plan

1. Student must complete the community service at the orphanage that he falsely claimed he completed.
2. Student must provide verifiable evidence that he admitted his lack of integrity to the operator of the orphanage before he begins his community service.
3. Student must provide verifiable tangible evidence that he completed the community service before he is allowed to re-present his senior exhibition. This evidence must include authentication not only by the operator of the orphanage but by a second supervisor as well.

4. Student must re-create every aspect of his senior exhibition related to his community service. Student must add a self-reflection on the causes of his dishonesty and what he is committed to doing differently in the future to avoid similar situations.
5. Student must arrange with at least three teachers and one administrator a time and location to re-present his entire re-created senior exhibition. Student has this, and only this, opportunity to re-present his senior exhibition.

CLASS OF 2020 AND BEYOND

For the class of 2020 and beyond, students will need to complete at least 5 credits of internship to meet the LCHS graduation requirements. This includes completing a resume, an interview, a financial literacy course, 50 hours of an internship, and a formal reflection of their internship experience. The internship hours can be completed over a summer if previously approved by the internship coordinator. Most of this course is completed independently and outside of the regular class schedule. Students are encouraged to complete this graduation requirement during their junior or senior years after they have completed the 10th grade Leadership program. The 10th grade Leadership program helps students determine their strengths and interests and how those align with certain careers. The goal of the internship requirement is for students to intentionally explore a career in which they have interest.

LCHS Graduation Award Policies

Scholar / Athlete Cord (Green): A graduating student must complete six full seasons on any LCHS varsity athletic team over the course of four consecutive school years beginning with a student's enrollment in the ninth grade.

Leadership Council Cord (Kelly Blue): A graduating student must have served on, and remained in good standing with, the LCHS Leadership Council for three complete school years.

Yearbook Cord (Red): A graduating student must have served on, and remained in good standing with, the LCHS Yearbook team for three complete school years.

National Honor Society (Gold): A graduating student must have been accepted into National Honor Society and have remained in good standing for at least one school year, including their entire senior year. Good standing requires maintaining the necessary GPA and character and organizing one community service activity per semester and participating in an additional community service activity each semester by the deadlines and parameters established by the NHS co-ordinator.

Summa Cum Laude Cord (Blue/Gold/White): At the conclusion of the first semester of a student's year of graduation, a graduating student earned a weighted GPA of at least 3.90.

Magna Cum Laude Cord (Blue/Gold): At the conclusion of the first semester of a student's year of graduation, a graduating student must have earned a weighted GPA of at least 3.80.

Cum Laude Cord (White): At the conclusion of the first semester of a student's year of graduation, a graduating student must have earned a weighted GPA of at least 3.70.

Harry Truman ESLR Award (Dark Gold): The graduating student who best exemplifies the Responsible Community Leader defined as ethically sound participation in school functions, clubs, committees, and voluntary community service opportunities that contribute to the success of others.

Abraham Lincoln ESLR Award (Orange): The graduating student who best exemplifies the Effective Communicator defined as effective communication in distinct situations, solution-and-results driven involvement in community service, and informed participation in the democratic process.

Christopher Columbus ESLR Award (Light Green): The graduating student who best exemplifies the Self-Directed Learner defined as the ability to make informed and responsible decisions, to integrate multiple uses of technology in various contexts, to systematically pursue personal goals, and to adapt to a wide array of professional and cultural settings as a result of exposure to events outside the learner's immediate community.

Joshua Chamberlain ESLR Award (Royal Blue): The graduating student who best exemplifies the Literate Citizen defined as fluency and skilled ability with the written and spoken word as well as with technology, mathematics, science, media, history, the arts, and contemporary culture.

Anne Frank ESLR Award (Maroon): The graduating student who best exemplifies the Values-Conscious Thinker defined as the ability to analyze the accuracy and context of information and make decisions consistent with one's analysis and values in order to successfully contribute to family, community (local, national, international), and career.

Life Long Learner Award (Medal): The graduating student who was continually enrolled at LFCS since Kindergarten without missing more than one school year of enrollment at LFCS from kindergarten through twelfth grade.

Liberty Scholar (Sash): The graduating student who demonstrated the highest academic achievement while best exemplifying the values of Respect, Responsibility, and Integrity and modeling all of the ESLRs.

Darl Miller Scholarship (Monetary award): This award is given to a student that although life may have been difficult, has found the inner strength to succeed and “turn it around”.

DRESS CODE

Dress and Grooming Regulations

Students are to concentrate on cleanliness, neatness, good taste, and safety. The regulations listed below are to be observed by all students at all times.

California Clothing is now the sole provider for Liberty Charter High School prescribed dress. All prescribed dress purchases must be made through California Clothing located at 2504 Jamacha Rd El Cajon 92019. California Clothing’s phone number is 619.670.0803. Clothes previously purchased from Liberty Charter High School’s line of clothes at Nunes Apparel is still permissible to be worn as long as they fall within the prescribed dress specifications listed below.

Piercings. All piercings must be modest. All visible piercings must be located on the ear or nose, not anywhere else on the face, neck, or head. While multiple modest piercings are allowed on the ear(s), only one small (up to but no larger than 4mm) stud is allowed in the nose. Any and all visible piercings beyond what is prescribed for the ears and nose must be immediately removed and turned over to the office staff. A parent will be required to pick up the piercing(s) from the Vice Principal.

Tattoos. Any student with a tattoo must keep it covered with a dress code compliant article of clothing. Tattoos must be covered at all times while on campus.

Belts. If a belt is worn, for boys it must be a tan, brown or black, standard width belt, and it must be properly worn at waist level. For girls belts may be tan, black, brown, or the color of any of our prescribed dress solid polos. All belts must be one solid color. Belts may be webbed, braided or leather. Belts may not have logos, studs, chains or initials.

Footwear. Dress shoes, tennis shoes, or boots. All footwear must have closed toes and heel straps.

Hair that is neat, clean, and fixed in such a way that it does not hang in the face facilitates student learning, as do **beards and mustaches** that are neatly trimmed. Hair, including highlights, must be natural colors. Unnatural hair colors are not permitted as they distract from the learning environment. Students who color their hair in unnatural colors will be sent home and must recolor their hair to a natural color in order to return to school

Hats. As a way to best protect all students and staff on campus from outside threats and to best be able to identify LCHS students during an emergency, no hats or hoods of any kind shall be worn on campus with the exception of when baseball and softball players have a game on a school day and are wearing their game jerseys but these hats must be removed upon entering a classroom or school assembly.

Jackets/Coats/Sweatshirts. Must be solid navy blue, grey, or black with no logos other than those designed by the school. All jackets, coats, and sweatshirts must be worn over a prescribed dress shirt. LCHS team issued outerwear may be worn as prescribed dress

Pants/Shorts. Only trouser-style khaki, navy or black pants/shorts are to be worn. Boys pants must have no outside pockets such as found on jeans. Trousers are to be worn at least ankle length but not touching the ground. The hem must not be frayed or ripped. It is not permissible to cut the leg seam. Pants and shorts must be worn at the waist, not at the hip. Boys may not wear girls' articles of clothing and girls may not wear boys' articles of clothing. No cargo pants or shorts are allowed. The khaki pinstripe short from California Clothing is permissible. Leggings are not allowed to be worn as pants.

Shirts. On any school day, students may wear either a solid color polo-style shirt in black, white, grey, red, dark purple, bright pink (girls only), maroon/burgundy, forest green or navy blue with no more than three buttons or any school issued t-shirt. All undershirts, tanks, and camis worn underneath a dress code compliant polo or t-shirt must be tucked in and not visible at any time. If a student wears long sleeved clothing beneath a dress code compliant polo or t-shirt, it must be one of the solid polo shirt colors. No logos or designs apart from those of LCHS are permitted. On game days, athletes may wear their LCHS team t-shirt or game jersey as an entire team and under the direction of their coach, athletic director, and/or school administration.

Skirts/Shorts. (Girls only) Khaki, navy or black skirts/shorts must be the appropriate size and must be worn no shorter than 3 inches above the knee. Students may lose the privilege of wearing skirts if they refuse to wear them at this minimum length. Solid color leggings of the same colors as the approved polo shirts are permitted only if worn under a skirt. Leggings are not allowed to be worn as pants.

P.E. Uniforms. PE uniforms (t-shirt and shorts) are mandatory for participation in PE. All students must wear the PE uniform to all PE classes. Closed-toed athletic shoes are also required for PE. Sweatshirts and sweatpants are optional but must be solid navy blue, black, or brown with no logos, stripes, or designs other than those issued by the school. Sweatshirts and sweatpants can be purchased anywhere as long as they meet the requirements listed above. The

PE uniform is available for purchase through the school under the direction of the PE teacher.

Sweaters. V-neck pullover, crew-neck pullover or cardigan in solid black, navy or grey may be worn. All sweaters must be worn with a uniform shirt underneath.

Casual Dress Days

The Principal authorizes and approves all Casual Dress Days. They may reflect a particular holiday and/or theme; however, the following guidelines are to be observed on all Casual Dress Days:

Boys and girls are permitted to wear clean, non-ripped, modest fitting blue jeans and the school issued class color T-shirt.

Any student, who has doubt about what to wear, should simply not wear it.

Unless a student must change out of a prescribed dress for a supervised school related activity such as a Liberty team athletic practice, all students must remain in prescribed dress clothes while on campus. Students are not allowed to change into non dress code clothes at the conclusion of a day's classes for a non-school related off-campus activity.

Professional Dress Days

At times during the school year, students may be required to dress more professionally than on a typical day of school. Such days would include certain field trips, class presentations, and/or mock or actual interviews. Families are not required to purchase a specific pant, shirt, or skirt from a specific provider at the beginning of the school year. Prior to events / activities that necessitate professional dress, teachers will communicate to students and parents the kind of professional dress required for that specific event. Typically, such professional dress includes button down full length sleeved shirts, ties, belts, dress slacks, and dress shoes for boys and blouses, skirts, dresses, dress slacks, and dress shoes for girls. In general, professional dress refers to clothing one would wear to a formal business event.

Dress Code Violation Policies.

Students not conforming to the appropriate prescribe dress policies as outlined in this handbook will be sent to the office to contact their parent/guardian to bring the student dress code compliant clothes. Loaners may be provided the student in the case of emergencies but only upon the provision by the student of collateral. The student's cell phone is the preferred collateral. Upon the third dress code violation, loaners will no longer be provided. Students out of dress code and unable to be in dress code must be picked up from school

immediately by a parent or guardian. A conference with the Vice Principal, parent, and student must follow the third dress code offense. The student will be placed on a behavior contract. Repeated and willful dress code violations will be considered defiance and will be grounds for dismissal from Liberty Charter High School.

Dress Code regulations will be enacted according to the interpretation of the Administration of Liberty Charter High School. PLEASE NOTE: Liberty Charter High School reserves the right to deny the wearing of any objectionable or offensive items on campus or at school functions at any time.

Miscellaneous and Personal Belongings Allowed

Backpacks, book bags, calculators, and other necessary classroom and/or athletic materials or equipment.

Cell phones are allowed, but unless specifically instructed by a teacher or staff member students are expected to keep their cell phones turned off and safely contained out of sight in a bag or backpack, pant, short, sweatshirt, or jacket pocket during regular school day or school related activity. Any student found improperly brandishing or using a cell phone will have their cell phone confiscated. The cell phone will be held by the office until a parent or guardian, and only a parent or guardian, can come and pick it up during office hours. If parent(s) or guardian(s) need to contact their student, please call the office and the office staff will put parent(s) or guardian(s) in touch with their student. Continued improper brandishing or using of cell phone may result in a suspension.

Electronic Devices

Electronic devices such as iPods, MP3 players, laptops, gaming devices, and tablet computers are allowed on campus and are only allowed to be used under all three of the following guidelines: electronic devices may only be used as a result of the direct instruction of a teacher; electronic devices must be used for a specific educational purpose; electronic devices must be used under the direct supervision of a teacher.

Cameras are allowed on campus only by explicit permission from a teacher or administrator.

Students using electronic devices in violation of this policy will have their device confiscated and a parent will need to pick it up. Chronic offenders will no longer be allowed to bring electronic devices to campus upon penalty of out of school suspension.

ATTENDANCE POLICY

It is the intent of Literacy First Charter School to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or LFCS policy. In the event of an absence, the parent/guardian should contact the office as soon as possible.

A student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with LFCS policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence to the school office. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, LFCS staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 10 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Unverified Absences/Truancy

Students shall be classified as truant if the student has unverified absences from school for three full days in one school year, or if the student is tardy for more than any 30-minute period during the school day without a verified excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

Truancy Process:

1. Two (2) consecutive unverified absences will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.

2. A call home will also be made on the third (3rd) and fourth (4th) unverified absences, regardless of when they occur, by Principal or designee. In addition, the student's classroom teacher may also call home and/or LFCS may send the parent an e-mail notification. In addition, upon reaching three (3) unverified absences in a school year, the parent/guardian will receive "Truancy Letter #1" from the LFCS. This letter must be signed by the parent/guardian and returned to the LFCS. This letter shall also be accompanied by a copy of this Attendance Policy.
3. Upon reaching seven (7) unverified absences, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled with the Principal and classroom teacher to review the student's records and develop an intervention plan/contract. The parent may be asked to sign an attendance contract during this meeting. In addition, LFCS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unverified absences, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of the Executive Director and at least two certificated employees of LFCS who are not teachers of the student, and at least one board member. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - a. The SART panel shall direct the parent/guardian that no further unverified absences or tardies can be tolerated.
 - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. After school detention program
 - iv. Required school counseling
 - v. Loss of field trip privileges

- vi. Loss of school event privileges
 - vii. Required remediation plan as set by the SART
 - viii. Notification to the District Attorney
 - c. The SART panel may discuss other school placement options.
 - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student's district of residence.
7. For all communications set forth in this process, LFCS will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update LFCS with any new contact information.
8. If student is absent ten (10) or more consecutive school days without a verified excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to LFCS's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.

Parent failure or refusal to participate in the process does not prevent LFCS from moving forward with its procedures.

Frequently Asked Questions (FAQ) For Parents:

1) How do I report absences?

Each and every absence must be reported **to the front office** of your student's school. It is best if you call the school as soon as you know your child will be absent. You may have your child bring a note to give the office.

It is great when you communicate absences with your child's teacher, however in order for the absences to be reported you **must** communicate with the front office.

2) What does truancy mean?

Truancies are unverified absences by law. State law defines a truant as a student who has had at least 3 full or partial days of unverified absences including unverified tardies over 30 minutes, in one school year.

3) How long do I have to clear my child's absence?

It is preferred that parents call the school as soon as they know their

child will be absent, but parents have **5 school days** to clear the unverified absence before it is recorded as a truancy.

4) **Can I get these truancy codes removed after 5 days?**

Absences after the 5 day limit has passed cannot be corrected.

5) **Are tardies considered truanancies?**

There are two different kinds of tardies. The first type of tardy is coded **D** on your child's attendance, it means that they are less than 30 minutes late. **D** tardies are not considered a truancy. The second type is a **G** tardy, it means that your child was more than 30 minutes late and was unverified. A **G** tardy is considered to be a truancy. Tardies that are verified will not count against your child in regards to truancy.

Arrival Policy

Students may not arrive to school more than thirty minutes prior to the beginning of school, unless prior arrangements have been made through the office and a specific teacher.

Pick Up Policy

Parent(s) or guardian(s) are expected to pick their student up from school promptly at the conclusion of their school day's activities. To remain on campus after school, students must be participating in a supervised school related activity. If students are not participating in a supervised school related activity after school, they should be picked up from school no later than 4:30 p.m. when supervision of students in non school related activities ends. After 4:30 p.m., unsupervised students may need to leave campus and be picked up off campus.

ALL OTHER ABSENCES ARE UNEXCUSED.

Parent Personal Excuse Limit

Parents may personally excuse up to 10 absences in accordance with our definition of "excused absences." A doctor, law enforcement officer, or other such person of authority will be required to excuse subsequent absences. Whenever possible, parents should obtain verification of student absences from doctors, law enforcement offices or other such people of authority

Procedure for Returning to School after Absences

Parent or Guardian (not the student) should notify the school attendance office by 10:00 a.m. of each day the student is absent. When the student returns to school, he/she should bring a LFCS-Absence Verification Card or note signed by the parent or guardian to the office before school upon their return. Any absence should be cleared within 72 hours. Liberty Charter High is required

Appendix J

to keep on file a note signed by the parent/guardian or an Absence Verification Card. Both notes and/or cards must be legible and written in ink. A valid note should include:

Full name of student

- Date(s) or time of absence
- Specific Reason for absence
- Telephone numbers where both parents/guardians may be reached (Home and Work)
- Signature of parent or guardian

If a student does not provide the office with a note, he/she will be marked truant.

Liberty Charter High Absence Verification Card

NAME OF STUDENT _____ GRADE _____

First Date of Absence _____ 20____ Total Days Absent _____

Last Date of Absence _____ 20____

Reason _____

(if illness, specify nature of illness) (Specific Reason) _____

Parent/Guardian Signature _____ Date _____

Home Phone _____

Work Phone _____ (Mr., Mrs., Guardian) -circle one-

Note: Each absence verification shall be completed immediately upon the student's return to school.

Verification of Absence

This absence was verified by : _____ Note; Left Message; _____

Home Call*; Completed _____ On _____ 20 _____

Name/Relationship of Person Reached _____

HS Employee _____

Procedure for Leaving Campus before Dismissal

After their arrival on campus in the morning, students may NOT leave campus until dismissal. Students leaving campus without permission are considered truant and will be placed on probation and face other disciplinary consequences.

- A student who wishes to leave campus after arrival (for example, if a parent/guardian is picking him/her up for a dental appointment) must bring a Liberty Charter H.S. Off Campus Pass, copies of which are obtained from the office, or a note from a parent/guardian to the office before 8:45 a.m. of the same appointment day, stating the time and reason for taking the student out of school. The office may call home to verify the note and the Principal will issue a “Pass” to the student, the student needs to present the pass to the classroom teacher at the designated time. The parent/guardian reports to the office to sign the student out.
- If your student comes back to school, they must report to the office returning the off-campus pass. If your student fails to do this, he/she will be marked absent for the rest of the day.
- Students who leave campus without an off-campus pass will be considered **truant**.

Vacations

Liberty Charter High School recognizes the importance of family time and family vacations. However, for the sake of the students, parents are strongly encouraged to schedule family vacations outside of the academic calendar so that students do not miss important classroom instruction time that is impossible to make up. IF this scheduling is not possible, please make arrangements at least one week prior to the absence to have an “independent study” contract secured to insure that the student will not fall behind.

Tardy Policy

Students are expected to arrive on time to all of their classes every day. Tardies represent a disruption to the learning environment of a classroom, a violation of school rules, and ultimately, defiance of the teacher’s expectation of punctuality. Students accruing two or more unexcused tardies to class per week will earn disciplinary action to include, but not limited to, lunch detention, parent notification, lowering the participation and conduct grades outlined in the class syllabus. Students who are excessively tardy to classes (10 tardies or more for a semester class) are going to be assigned Saturday school, as assigned by the Principal.

Parent(s) or Guardian(s), please help hold your student accountable for prompt arrival to all classes by checking their attendance record on the parent portal daily. If a student arrives late to school, he/she must obtain a late-slip from the Office. Tardiness of more than ten minutes from any class is considered an unexcused absence and may be subject to a detention. Excessive tardies will result in an appearance before the Attendance Review Board.

Reasons for excused tardies are illness or medical/professional services appointments verified by note from the respective office.

Tardies before school are given to students who are late arriving to school in the morning. School begins promptly at 8:15 am. A student who is not in his/her classroom, sitting in a desk, by 8:15 am will be considered tardy. Students arriving at school after 8:25 am will be considered absent for that period. Absences require a note from a parent or guardian. Tardies before school are also given to students who do not complete attendance/office/etc. business and get to class by 8:15 am.

Tardies between classes: Students have five minutes in order to travel from one classroom to another. Students who take longer than five minutes will receive an unexcused tardy from the teacher and may be assigned teacher detention.

Any student who earns 4 or more unexcused tardies to any class in any grading period (4-5 school weeks), will earn an Unsatisfactory conduct mark. Any student with one or more unsatisfactory conduct marks on a progress report or report card is deemed ineligible for athletics and other competitive extra-curricular activities.

Truancy

Students absent from any class or activity period, without permission, or students who leave campus after arriving without permission are considered truant, even if they return to campus in time for class.

Passes

All students must carry passes verifying their authorization to be out of class during class time. Passes are issued by the teacher/principal as necessary. No student is to report to the office without a pass, not even between periods.

Attendance Review Team

The Attendance Review Team is composed of the Principal and designate(s). The Principal convenes this team when a student accumulates an extraordinary number of absences and/or tardies. This team may, among other things, recommend terms of student attendance, probation, duration of suspension or

withdrawal from school. The student's attendance is mandatory and at least one parent must be present.

Attendance in all classes for which a student is registered is an essential part of meeting the requirements to pass each course. Students will not receive credit for a registered course if they have more than 7 excused or unexcused absences in one semester. Excused absences include illness, illness or death in the family, funerals, medical or dental appointments, court appearances, or other absences as designated by the

Principal. Unexcused absences include, but are not limited to, truancy, leaving school without permission from the office, car problems, or oversleeping. Students may clear an excused or unexcused absence by completing all the work, within two weeks of the absence, for the missed class through an independent study contract. Independent study contracts are available in the office. All planned absences should be covered by an independent study contract for each class for each day absent.

Independent Contracts

If a student has a planned or unplanned absence that lasts three or more days, the student is eligible for an independent contract. This will be created electronically and sent to the student's school email address. In order to earn attendance credit, the student must complete all the work on the contract and turn the work in to the office. The office staff will submit the work to teachers for grading. The office must keep a record of the graded work.

Students should turn in all the work on the contract to the office the day they return to school or within two weeks of their return to school. If a student has an outstanding independent contract they may not be eligible for a subsequent contract.

CODE OF CONDUCT

At all times, students are expected to conduct themselves and behave in a respectful, non-violent, and legal manner that promotes the academic and character growth of their fellow students. Liberty Charter High School's discipline plan is based on significant consequences and parent involvement in order to foster personal responsibility, accountability, character improvement, and leadership development.

Teachers are responsible for the day-to-day discipline in their classrooms. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Saturday School

Administrators may assign Saturday School to students who establish a habit of missing class time for any reason. Saturday School will occur at least once per quarter from 9am – 12pm on campus. Students must bring school work to Saturday School where they will be expected to meaningfully complete assignments. Students may also be required to conduct light maintenance duties while at Saturday School. In certain cases, parents may be required to attend Saturday School with their student.

Saturday School Rules:

- All rules of Code of Conduct will be enforced.
- Saturday School hours are 9:00 a.m. to 12:00 p.m.
- Students are expected to bring enough schoolwork to keep them busy for the entire three (3) hours.
- Students will not be allowed to sleep, eat, drink, watch movies, listen to music, or socialize in class.

SATURDAY SCHOOL DATES WILL BE POSTED, students and parents will be notified with the dates that students need to attend.

When there is a serious violation of the rules, the student will be referred to the Principal. The Principal will have the discretion to assign Saturday School.

School Sponsored Extra-Curricular Activities

All participation in all school sponsored extra-curricular activities is dependent upon administrative approval. All students are expected to behave in accordance with the overall code of conduct while attending or participating in any school sponsored extra-curricular activity. Violators of the code of conduct while at a school sponsored extra-curricular activity are subject to teacher or administrative detentions, parent notification, a Student Discipline Board meeting, probation, suspension, expulsion, and/or legal prosecution.

Lunch

While on their lunch break, students are expected to remain in the designated eating and bathroom areas. Students are expected to leave the bathroom promptly after its intended use and return directly to the eating area. Students are expected to obtain and eat their food in a courteous and respectful manner and be responsible for keeping their eating area clean at all times. Violators of these expectations are subject to teacher or administrative detentions, parent notification, a Student Discipline Board meeting, probation, suspension, expulsion, and/or legal prosecution.

Students may order lunch through private vendors and delivery services so

long as the ordering is done outside of class time, the food is delivered during lunch time, and the eating of delivered food does not disrupt class time or learning. Students must wait within the secure boundaries of the campus for their food to arrive and in such a way that students do not disrupt the office operations. Office staff are not responsible for coordinating food delivery for students by private vendors. If students cannot responsibly order, pick up, and eat food from private vendors and delivery services, their ability to do so will be curtailed appropriately and with parent notification.

Individual Sales

Individual students are prohibited from selling any product or service on campus or during school sponsored events for their own personal profit. Any individual student wanting to sell a product or service as part of a fundraiser for a team or organization must obtain permission from the administration before any sales may take place on campus or during school sponsored events.

Progression of Disciplinary Procedures

After repeated offenses, the student's parent/guardian will be notified by telephone. At this time a meeting will be held with the student and parent/guardian. Both must be present. A personal behavior contract will be made out and signed by the parent/guardian, student, and Principal outlining the expected behaviors and the manner in which to reach that goal. A timeline for goals to be met will also be included.

Parents/guardians may at any time request a conference with the Principal to discuss their son/daughter's behavior.

Serious offenses will be handled on an individual basis. For these, it is not necessary to follow the above procedures. Contact with parent/guardian will be made immediately.

Disciplinary probation

Disciplinary probation refers to a period of time determined by the Principal, during which a student's behavior is monitored and evaluated to determine the student's right to remain at Liberty Charter High School. The

Disciplinary Probation period is a positive attempt to help the student realize that all choices carry consequences. Therefore, this period is designed to help the student correct his/her behavior. After suspension, a serious, and/or repeated disciplinary problem, the parent/guardian, student, and Principal will sign a probation contract. Failure to adhere to the terms of the contract may result in dismissal from school. A growth plan should be included in this process.

- Restriction from specified school sponsored activities.
- Principal/Student conference and contract with parent signature is required
- a) **Probationary Term** The Disciplinary Probation term officially begins with the issuance of the probation notice. The length of probation will be determined by the Principal and may be extended for any violation listed under conduct and behavior.
- b) **Violations** of the probationary conditions will result in a nine-week extension of probation.

Suspension

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his/her behavior and a possible pattern of behavior that will be more positive.

A student serving *on campus suspension* reports to school at the regular time in full uniform. Each teacher will give the student written assignments that s/he must complete under the direct supervision of the Principal. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room.

Suspension Offenses: A student may be suspended for any of the following acts:

- Theft, destruction or defacement of school or personal property during school hours or during school sponsored events. Parents will be held financially responsible.
- Defiance, disrespect or abuse of school authority
- Harassment
- Hazing
- Fighting
- Profanity or vulgarity in word or gesture
- Narcotics possession or use (marijuana, dangerous drugs or other harmful substances)
- Smoking or possessing tobacco products on campus or at school sponsored events
- Being under the influence of or possessing alcohol or any controlled substance at school or any school sponsored event
- Writing on, tagging, or defacing school property
- Any infraction not listed but considered sufficiently serious by the Principal and/or the Principal

Student Discipline Team

The Discipline Team is an advisory committee to the Principal. The Principal convenes the board when needed, is Chair, and is a non-voting member. It is

the responsibility of the Principal to have available all pertinent materials for each gathering.

The Discipline Team convenes when a student commits a serious violation of the discipline code or has broken the terms of his/her particular Contract (Attendance/Academic, Personal, Disciplinary Probation). The Team recommends to the Principal its conclusion(s). It may recommend disciplinary action, terms of probation, suspension duration, and withdrawal from the school or expulsion. At least one parent/guardian and the student must be present.

The Principal may meet with the Discipline Team for advice, review and evaluation of the Discipline Code and submit any recommendations to the Principal for approval.

The Principal appoints members to the Discipline Team.

Expulsion – Dismissal from School

A student may be dismissed from Liberty Charter High School for any of the following major violations or repeating any violation listed under suspension:

- Possession or use of any weapons or firearms on school premises or at school sponsored events
- Providing or selling narcotics of any kind (immediate expulsion)
- Inflicting or causing bodily harm to any person on campus
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting
- Theft of, tampering with, or unauthorized handling of a teacher's gradebook, textbook, handbook, keys, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Any infraction considered sufficiently serious by the Principal

Management will meet with the Principal, the discipline Board and potentially the student. If Literacy First Schools Management supports the decision of Liberty Charter High School, that decision can be appealed to the Literacy First Schools Board of Directors. Additionally, parents can appeal a suspension or expulsion prior to the suspension or expulsion by immediately informing the Principal of their desire to appeal the suspension or expulsion. A meeting will occur as soon as practically possible between the principal, the parent and the appropriate representatives from Literacy First Schools Management. The suspension or expulsion will not occur until the appeal has been heard and ruled upon by the appropriate representatives of Literacy First Schools Management.

Rehabilitation plans

Pupils who are expelled from Liberty Charter High School shall be given a rehabilitation plan upon expulsion as developed by Liberty Charter High School's governance council at the time of the expulsion order which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Liberty Charter High School for admission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school's governance and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of Liberty Charter High School at the time the pupil seeks readmission.

School's right to search

Desks or any type of storage place provided for student use are, and remain at all times, property of Liberty Charter High School. These areas and the contents, therefore, are subject to a random search at any time, pursuant to school policy. Administrators are authorized to conduct reasonable inspection of school property or of students and items brought upon school grounds, including vehicles, when there is reasonable cause to believe that a student may be in possession of evidence that a law or a school rule has been violated.

In addition, *the contents of a cell phone and social media account may be searched if there exists a reasonable suspicion* that they may have been used in an activity prohibited by Liberty Charter High School's code of conduct as defined above.

LCCHS contracts with a canine unit to inspect the campus for alcohol, illegal drugs, and gun powder. If a dog alerts to a student's backpack, the student is brought to the office where an administrator and the dog's handler conducts a search of the backpack, any other bags in the student's possession, the student's pockets, and their shoes. If illegal substances are found, law enforcement is called. After all searches, regardless of what was or was not found, parents of searched students are confidentially notified of the search and its results.

PROCEDURES TO RESOLVE PARENT / TEACHER DISAGREEMENTS

Whenever a complaint is made directly to the Literacy First Management Board as a whole, a Board member as an individual, the Principal of Liberty High School or another administrator, it will be referred to the Liberty High School Principal. A teacher who is the object of a complaint will be informed promptly.

Direct Conversation: If a parent or community member (complainant) has a disagreement or misunderstanding with a teacher, the complainant should address the concern to the specific teacher directly involved with the circumstances surrounding the concern. The staff member will meet with the parent as soon as possible, but in no case longer than five calendar days after the teacher has been notified of the concern (subject to change by mutual agreement).

Finding of Fact and Possible Resolution: If the complainant or the teacher is not satisfied with the outcome of the Direct Conversation, or the complainant or teacher is unwilling to meet independent of an administrator, a meeting with the teacher, appropriate administrator and complainant will be arranged at a mutually convenient time, but in no case more than five calendar days after the meeting of the Direct Conversation. This step is to be informal and verbal and is intended to resolve the disagreement or misunderstanding. No further action will be taken beyond this Finding of Fact and Possible Resolution unless the complainant submits in writing a signed and dated statement of facts giving rise to this concern, the name of the teacher involved and the remedy sought.

Formal Process: If a complainant's concern is not satisfactorily resolved at either the first or second level, the complainant should then refer this concern to the Literacy First Management Board in writing. At that time another meeting will be arranged at the convenience of the complainant and staff member directly concerned, but in no case more than ten calendar days (subject to change by mutual agreement). The staff member has the right to be at all meetings with or without a representative as he/she so determines. Copies of the disposition will be sent to the board.

Dispositions: Dispositions at the conclusion of the Formal Process will be sent in writing to all parties within ten calendar days of the meeting with reasons stated.

Repeat Concerns: If a complainant believes there has been a repeat of the previous concern, they may go directly to the Formal Process.

DRIVING POLICY

Any student operating a Motor Vehicle on the Liberty Charter High School Campus will, AT ALL TIMES:

- Drive only vehicles registered in the student's or parent's name, with proof of insurance in the vehicle, and drive only when in possession of a valid California Driver's License.
- Obey the maximum speed limit of 10 miles per hour while driving on school property.
- Obey all regulations of the Motor Vehicle Code concerning driving and parking, including restrictions placed upon various levels of the California State Driver's license as granted to individual students.
- Park his/her vehicle in the designated student parking area(s) – unless otherwise directed by the Principal or other appropriate school employees.
- Never leave his/her vehicle in the parking lot(s) overnight except with the permission of a Liberty Charter High administrator.
- Ensure that his/her vehicle is properly maintained and in good operating condition.
- Keep a vigilant eye open for pedestrians and other vehicles while driving.

Any Student Operating a Motor Vehicle on the Liberty Charter High School Campus WILL NOT, at any time:

- Drag race or exhibit any form of speed exhibition, including the skidding of tires.
- Loan his/her car to any other student and/or drive the vehicle of any other student.
- Store any contraband, stolen merchandise, or other illegal item(s) in his/her vehicle.
- Provide rides for other students without written, mutual permission of all parents concerned or if the driver's license prohibits this action.
- Use his/her vehicle to transport off-campus any student (including himself or herself) who is truant or violating the closed campus policy.
- Use his/her vehicle to violate the Charter School's closed-campus policy.

Consequences for Violation(s) of this Policy

- Citation for Vehicle Code violations by a peace officer.
- Suspension of driving privileges as determined by the Principal based

upon the seriousness of any incident and the number of such incidents. Driving suspensions can span from one day to one school year.

Please note that Liberty Charter High is not liable or financially responsible for any theft of any items.

COMPUTER USAGE POLICY

This policy is for management and usage of computer resources owned and operated by Liberty Charter High School. The policy indicates what privileges and responsibilities are characteristic of acceptable computer usage. **Violators of computer resources use policies will lose computer access privileges. Families will be held financially responsible for the loss of or damage to school-issued laptop computers.**

Guiding Principles for Responsible Computer Usage

1. Users assume an affirmative obligation to seek answers from appropriate computer personnel for any questions concerning the ethical or legal use of computer facilities.
2. Unless noted to the contrary, data files should be considered private and confidential.
3. Users are responsible for knowing regulations concerned with copying software and may not use the school's equipment, materials or software to violate the terms of any software license agreement. Duplication of computer materials and software without proper authorization from the holder of the copyright is prohibited.
4. The school's computers, materials or software may not be used for unauthorized commercial purposes or monetary gain.
5. The school's computers may not be used to play games or transmit material via any media that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
6. Users may not use the electronic information services to plagiarize another's work. Credit is to be given to the person(s) who created the article or idea.
7. Users may not vandalize computer resources or the electronic information services in any form. Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy school equipment, electronic information services or the data of another user.

8. Liberty Charter High School reserves the right to monitor computer and/or electronic information services activity in any form seen fit to maintain the integrity of the computer equipment, the school's network services and/or the Internet web site.

Concerning Internet Usage

Reasonable precautions are established to prevent access to pornography, "hate groups," and other non-educational Internet sites. Such precautions include, but are not limited to, an Internet router system, which scans and limits access to Internet sites, a monitor scanning software allowing the instructor to view each student monitor from the instructor's monitor and instantly blank, lock, or deactivate the student's system. Any student intentionally attempting to or bypassing these precautions will be denied computer access. The discipline board or school officials will determine other administrative disciplinary actions. **The student and his/her parents accept responsibility for the student's on-line actions.** All other disciplinary policies of Liberty Charter High School apply to the use of technological resources.

Concerning General Usage

Liberty Charter High School will report suspected criminal activity to law enforcement authorities. Criminal activity includes, but is not limited to: defamation; obscenity; discrimination; violation of copyrights, trademark and/or licenses, and/or violation of other rights arising under the law. Students are encouraged to remove any "personal" information stored on Liberty Charter High School computers. Generally, Liberty Charter High School will delete information left on computers/networks.

Social Media. While using social media sites, LCHS expects students to treat others respectfully, responsibly, and with integrity. Any mistreatment of fellow students, staff members, parents, or other members of the LFCS community on any social media site will be considered as if it occurred on campus, will fall within the disciplinary jurisdiction of the school, and will be subject to the full extent of the LCHS discipline policy.

HARASSMENT POLICY

Liberty Charter High School is committed to providing a learning environment that is free from harassment of any kind. Harassment of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

A charge of harassment shall not, in itself, create the presumption of wrong-

doing. However, substantiated acts of harassment will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities and also on social media if the harassment impacts the students at school. It includes, but is not limited to, any or all of the following:

Bullying

A decision to hurt another resulting in repeated hurtful acts within a power imbalance where the aggressor finds enjoyment through the unjust and hurtful use of power while the target experiences a sense of oppression. The motives for bullying can be, but are not limited to, bias and/or hate. Bullying acts can be physical, verbal, psychological, sexual, direct, and/or indirect.

Verbal Harassment

Any written or verbal language or physical gesture directed at an administrator, teacher, staff member, or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.

Visual Harassment

Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures.

Sexual Harassment

Includes unwelcome sexual advances, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.

3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of Liberty Charter High School to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student must report the harassment to the Principal.
2. The student alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.
3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.

4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.
5. If the complaint is against a nonemployee or nonstudent, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

ADDITIONAL POLICIES

Yearly Assessments

Our California Assessment of Student Performance and Progress takes place in spring every school year. If you are interested in having your child opt out of the testing, please contact your site administrator.

Athletic Eligibility

1. Liberty Charter High School follows the guidelines established by the CIF Blue Book. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 are placed on probation for one quarter. Additionally, athletes must meet the LCHS eligibility requirement of not receiving a grade of “F” in any subject. Incomplete grades are considered failing grades for the determination of athletic eligibility. Incomplete grades may only be changed to passing grades for the purpose of athletic eligibility under the following conditions: a student is allowed extra time to turn in an assignment or complete a test in accordance with their IEP or 504, a grade change is required as the result of teacher or school error, or no additional work on the part of the student is required to change an incomplete grade to a passing grade.
2. Students must exhibit satisfactory citizenship and conduct on and off the field.
3. Students must observe all regulations outlined in the current addition of the CIF Blue Book.
4. Students must pass a physical examination given by a medical doctor.
5. Students must carry adequate insurance.

LCHS athletics provide a powerful context within which participants shape their individual character and the school’s culture to exemplify respect, responsibility, integrity, courage, perseverance, and leadership as they train and compete to the best of their ability.

LCHS Lettering Policy

LCHS athletics and other competitive extra-curricular activities provide a powerful context within which participants shape their individual character and the school's culture to exemplify respect, responsibility, integrity, courage, perseverance, and leadership as they train and compete to the best of their ability.

Student athletes / competitors earn varsity letters based on fulfilling at least the following general requirements. In addition, coaches may have more specific requirements for athletes to fulfill in order to earn a varsity letter in a given sport.

1. By the end of the CIF or competitive season, an athlete/competitor must have consistently demonstrated and/or improved their character in the areas of respect, responsibility, integrity, courage, perseverance, and leadership.
2. Athletes/competitors must consistently participate in varsity level team activities, practices, and contests to the best of their ability for the entire season.
3. Athletes/competitors must maintain at least a 2.0 gpa, be passing all their classes, and have "satisfactory" or "improving" conduct marks for at least the duration of the season.
4. Athletes/competitors must return all school property such as equipment, uniforms, or other materials issued to them during the course of the season.

Upon meeting all of the requirements for a letter, an athlete/competitor will receive a "LC" letter and a patch representative of the sport or competition in which they earned a letter. Students receive only one "LC" letter. With each subsequent year of lettering in the same sport/competition, a student will earn a chevron. With each new sport/competition in which a student earns a letter, they will receive the corresponding patch.

Work Permit Eligibility

Liberty Charter High School issues work permits according to California Education Code, California Child Labor Law, Federal Child Labor Law, and the following LCHS policies:

1. LCHS is not obligated by law or other wise to issue work permits.
2. The issuance of work permits, including the conditions and length of work permits, are determined according to the discretion of LCHS administration.
3. LCHS administration may refuse to issue or may revoke a work permit if

the administration deems the work environment or experience unsafe or unhealthy for the minor.

4. LCHS may issue work permits to only students enrolled at LCHS.
5. LCHS administration may refuse to issue, may restrict, or may revoke a work permit based on the following attendance criteria:
 - a. To be eligible for a work permit, LCHS minors should have less than ten cumulative period trancies, period unexcused absences, and period unexcused tardies in the last thirty school days from the date the administrator receives the work permit application.
6. LCHS administration may refuse to issue, may restrict, or may revoke a work permit based on the following academic criteria:
 - a. To be eligible for a work permit, LCHS minors must have at least a 2.0 gpa according to the most recent progress report or report card with no F's.
 - b. To be eligible for a work permit, LCHS minors must have satisfactory character marks in all classes according to the most recent progress report or report card.

LCHS administration may take a student's discipline record into consideration in making a work permit determination.

Bills

Students may contract bills during the year in various ways: lost library books, lost textbooks, lost or damaged laptop computer, damage to school property, etc. A record of these bills is kept in the Main Office. Students are expected to pay their bills promptly, without constant reminders. Students should always request a receipt when paying any bills. All services, goods and bills paid by check are subject to a \$30.00 returned check fee.

Change of Address

Parents are asked to notify the office in writing as soon as any change occurs. This will ensure that any and all mailings will be received without delay or interruption.

Child Abuse Reporting

All employees are deemed mandated reporters under the Child Abuse Reporting Act. A mandated reporter who has reasonable suspicion that a child is a victim of suspected child abuse, sexual abuse, child neglect, or emotional abuse must report the alleged incident to a child protective agency.

Closed Campus

Liberty Charter High School is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without obtaining proper permission from a school official.

Confidentiality Policy

There are four instances in which a counselor and/or teacher is legally bound to inform a parent and/or authority with information given during a “confidential” counseling session: 1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; 2) when a student indicates he or she is going to physically harm another or jeopardize another’s life or has knowledge that another’s well-being is threatened; 3) when a student indicates he or she is being physically and/or emotionally abused; 4) when a student indicates he or she has committed a felony (i.e. selling drugs, stealing a car, etc.).

Emergency Cards

Every student must have a completed and up-to-date “Emergency Card”, properly signed and on file in the school Office. **STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE EMERGENCY CARD.**

Food Services

Lunch will be provided by Grossmont Union High School District. There will be free and reduced lunches available. Families interested in the free and reduced lunches need to fill out the proper paperwork from the office. Applications are not retroactive so applications should be submitted immediately at the start of the year. Students not participating in this program need to bring a cold lunch.

Student Cars

Students are to park in the assigned section of the parking lot and observe safe driving on campus. Upon arriving at school, students are to immediately leave their car and report to the supervised portion of campus.

Students may not return to their car until the end of the school day or upon approved early release. Student cars are off limits to all students during the school day. Driving to school and parking at school are considered privileges and may be revoked upon violation of any school rules.

Gang Membership or Involvement

Membership in or affiliation with any gang that is responsible for coercive or violent activity will be grounds for disciplinary action. Gang attire, emblems, accessories, etc. will not be tolerated on campus or at any school event.

Health Services

1. A staff member will assist a student in need of help for sudden illness or injury occurring in school. The health office is located in the school's Main Office. Conditions occurring at home should be taken care of before coming to school. Students should be covered under family insurance. The school is not responsible for medical bills for injuries occurring at school.
2. The secretary/administrator does not diagnose illnesses. Students who are unable to remain in class because of illness will be sent home. Parents will be contacted to make transportation arrangements for their student to go home if s/he is too ill to stay in school. No student will be allowed to leave the campus without parent notification. If ill, the
3. student should be given care at home or, if the condition persists, the student should seek medical attention.
4. Arrangements to leave school because of illness or injury must be made through the office.
5. The school follows the recommendations of the San Diego County Health Department in excluding students with communicable conditions. A student who has been absent from school because of a reported communicable disease must have a permit issued by the Public Health Department or physician before he or she is readmitted to school. Current laws require the Tuberculosis (TB) and Hepatitis B test results as well as proof of having had the Tdap shot be on file with the office upon entrance into the school.
6. Health matters are treated confidentially.
7. Students expecting to be absent two weeks or more for medical reasons MUST contact the office regarding home instruction and the issuance of an independent study contract. The student's physician must make a request for home instruction.

Injury or Illness

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

Parents are advised that if their child is hurt at school, there is no school insurance to cover medical costs. In case of injury, Liberty Charter staff will

administer first aid. An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If a student feels sick at school, he/she will be able to lie down. If the student is running a fever or has severe illness symptoms, parent will be notified. Students cannot be released until a parent or guardian (*listed on the emergency form*) comes to pick them up.

Medication

Liberty Charter High School may not furnish any medications. Parent(s) or legal guardian(s) can sign a waiver to authorize the school to administer Tylenol to the child in emergency situations. School personnel are prohibited by law from giving any medication, including Tylenol, ibuprofen or aspirin to a student unless the student's physician has given written instructions. All medications require physician and parent/guardian authorization. Once authorization is obtained, the medication must be given to the Main Office in original containers, labeled with the name of the medication, dosage, name of student, and frequency of administration.

Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Parents will be notified if a student requires an "only if needed medication" while at school. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.

Suicide Prevention Policy

Literacy First's Comprehensive School Suicide Prevention Policy can be viewed at any of our school offices. Information about suicide prevention can be found on our school website. <http://www.libertychs.org/>

Lost and Found

Items that have been found should be returned in to the Main Office. Students who have lost an item at school may come to the Main Office during the break or after school to check lost and found articles.

Newsletter

Our school newsletter contains important information to parents and students about Liberty Charter High School. Topics include notification about upcoming events, highlights of activities, dates to remember and other points of interest. We encourage parents to look for this vital piece of communication

and update your calendar. A digital copy of the newsletters will be emailed to parents and a hard copy will be sent home with students.

Posters and Announcements

The principal will approve only those posters/announcements publicizing school events. A community bulletin board may be used by the community groups, businesses, etc., upon obtaining the approval of the principal. All announcements must have an advisor's signature and be approved ahead of time.

Release of Student Photographs / Media Interviews

During the year, Liberty Charter High School often has the opportunity to photograph students in a variety of school-related activities. Student recognition programs, academic and fine arts programs are a few examples of these activities.

As such, these photographs may be used in communication tools such as the newsletter and calendar and in communications with the media such as allowing interviews or photographs with students. Liberty Charter High School reserves the right to deny media requests for student interviews at any time.

Highlighting achievements in our school is an integral part of reporting responsibly to our community and is a way of sharing in the success of our school and students. For this reason, Liberty Charter High School has designated student photographs as "directory information." However, it is our primary goal to respect family privacy. Parents have the right to submit a written request to Liberty Charter High School directing the school not to release directory information, including the information as listed above.

Release of Student Records

According to the Family Educational Rights and Privacy Act, parents and students 18 years or older the following rights:

- a. The right to inspect and review the student's education records
- b. The right to request the amendment of the student's educational records that are believed to be inaccurate and the right of a hearing if the request is not honored.
- c. The right to file a complaint with the U.S. Department of Education regarding the alleged violation of FERPA.
- d. The right to consent to the disclosure of personally identifiable information within the student's records, unless disclosure otherwise is authorized by law or unless disclosure is made to school officials with

legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- e. The following is designated as “directory information,” which may be disclosed without prior written consent: a student’s name, address, telephone number, grade, date of graduation, extra-curricular participation, achievement awards or honors earned, weight and height if a member of an athletic team, photograph and parents names.
- f. Parents have the right to submit a written request to Liberty Charter High School, preferably within two weeks after the first day the student is enrolled in a school year, directing the school not to release directory information concerning their child to third parties. Examples of third parties include Parent / Teacher Organizations, Booster organizations, the media and military recruiters. Liberty Charter High School will not release directory information to third parties who intend to use the information for profit making ventures.

School Clubs and Organizations

School clubs and organizations are available for students based on student interest and the availability of school approved advisors. The Code of Conduct applies to all students and all activities associated with any school sponsored club or organization.

Smoking on Campus

Parents and visitors are asked to support the school’s effort to maintain Liberty Charter High School as a “Smoke Free Zone.” Please refrain from smoking on campus or at any school event or activity.

Student Identification Card

Student I.D. cards will be issued when school pictures are taken in the Fall. They will be distributed to students at no cost. All students are required to carry their I.D.’s at all times. If a student is asked to show his/her I.D. and does not have it, the student will be issued a detention. Replacement for lost cards is \$10.00 and may be obtained in the Main Office.

Textbooks

Textbooks are issued to students by their classroom teachers. Students assume full responsibility for the security of their own textbooks. Should books be lost, stolen, damaged, or defaced after issuance to a student, that student will be required to pay for the cost of the book before a new one is issued or at the end of the academic year. Book fines are paid at the office. Students are required to keep textbooks covered and in good condition. Students may not write in or deface their textbooks.

Transcripts

Transcripts are available through the Main Office. Please allow one week to process transcripts.

Visitor Policy

Any visitor entering the school grounds must register in the Main Office, identify themselves and the nature of their business, and receive a Visitor's Pass. No student is allowed to bring a visitor to school.

Volunteer Requirement

Parent involvement is part of the school's charter and a responsibility of parents who choose to send their students to LCHS. Parents of LCHS students are responsible to contribute **15** hours of service to the school each semester. Hours may be set up with the office. Parents who do not contribute 15 hours of service per semester may be assigned probationary status and at the end of the year this status will be reviewed.

Work Permits

Liberty Charter High School issues work permits according to California Education Code, California Child Labor Law, Federal Child Labor Law, and the following LCHS policies:

1. LCHS is not obligated by law or other wise to issue work permits.
2. The issuance of work permits, including the conditions and length of work permits, are determined according to the discretion of LCHS administration.
3. LCHS administration may refuse to issue or may revoke a work permit if the administration deems the work environment or experience unsafe or unhealthy for the minor.
4. LCHS may issue work permits to only students enrolled at LCHS.
5. LCHS administration may refuse to issue, may restrict, or may revoke a work permit based on the following attendance criteria:

- a. To be eligible for a work permit, LCHS minors should have less than ten cumulative period trancies, period unexcused absences, and period unexcused tardies in the last thirty school days from the date the administrator receives the work permit application.
6. LCHS administration may refuse to issue, may restrict, or may revoke a work permit based on the following academic criteria:
 - a. To be eligible for a work permit, LCHS minors must have at least a 2.0 gpa according to the most recent progress report or report card with no F's.
 - b. To be eligible for a work permit, LCHS minors must have satisfactory character marks in all classes according to the most recent progress report or report card.
7. LCHS administration may take a student's discipline record into consideration in making a work permit determination.

Insurance

Literacy First Management reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should Liberty Charter High School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by Literacy First Management and its purchase shall be the responsibility of Liberty Charter High School.

The Principal of Liberty Charter High School reserves the right to amend any part of this handbook at his or her discretion.

LCHS Discipline Policy

Detentions and Suspensions

1. Lunch detentions: Lunch detentions are administered at the will of the administrators and teachers who are free to establish guidelines for each lunch detention depending on the student and offence(s). Students will always be provided means and time to eat their lunch during lunch detention.
2. Friday after school detentions: Students spend from 3:35-4:35pm on full day Fridays and from 12-1:30pm on half day Fridays in a supervised classroom where they must sit quietly and without communication or distraction to anyone else in the room. Students may complete school work during this detention. Students failing to comply with the behavior expectations of this detention will earn one day of out of school suspension.
3. Out of school suspension: Students must remain off school grounds for the period of the suspension. Students will earn no credit for all daily assignments given or completed in class or for homework during the period of their suspension. Previous and/or cumulative assignments such as projects and tests due during the period of a student's suspension may be made up or turned in late according to the grading policy of their individual teachers.
4. LCHS administration will make every effort to keep parents or guardians informed in a timely fashion of their student(s)' behavior and the consequences of that behavior as we work together to improve how students act on campus and during school activities.

Dress Code

1. LCHS expects students to wear the prescribed dress while on campus unless specifically directed otherwise by an LCHS staff member. When in doubt and unable to contact the office, come to school in the prescribed dress. Parent(s) or guardians are ultimately responsible for what their student(s) wear to school. Parent(s) or guardians should make sure that their student(s) arrive to school in the prescribed dress.
2. Upon arrival to school, if a student is found in violation of the LCHS dress code, they will be placed back in their parent(s)' or guardian's car and cannot return to school that day until they wear the proper clothes.

Appendix J

3. Students found in violation of the LCHS dress code during the school day must immediately adjust their attire to abide by the LCHS dress code, have prescribed dress clothes immediately brought to them. Students out of dress code will not be admitted to any class.
4. Students found in chronic violation of the LCHS dress code may earn out of school suspension.
5. Students are to wear their clothes modestly on campus at all times. Students who wear clothes immodestly will be asked to change into modest attire on their first offence and will have the immodest clothes confiscated for parent pick up upon the second offence. Further acts of immodest dress will be considered defiant and will earn offending students out of school suspension and a parent conference.

Tardies

1. LCHS expects all students to arrive to all their classes on time. Teachers may reasonably define “on time” according to their individual classroom policies. LCHS expects all students to comply with all of their teachers’ classroom policies.
2. LCHS allows grace for one unexcused tardy during each Wednesday to Tuesday. Students will earn Friday after school detention for tardies in excess of 1 per Wednesday to Tuesday week.
3. Chronic offences of the tardy policy will result in a parent conference and out of school suspension.

Truancy

1. LCHS defines truancy to class as a student arriving ten minutes late or more without an excused pass.
2. Any student truant to class will earn Friday after school detention.
3. Chronic offences of the class truancy policy will result in out of school suspension and a parent conference.

Classroom Disruptions

1. LCHS expects all students to behave in such a way that creates a school and classroom environment where their teachers can effectively instruct and they and their fellow classmates successfully learn.
2. LCHS expects teachers to professionally manage their classrooms to minimize disruptive behavior and to work with disruptive students to improve their behavior within the classroom setting.

3. If after receiving corrective measures, a student continues to disrupt the learning environment of the classroom they will be removed from the classroom and will have a conference with an administrator. Students who chronically disrupt classrooms will earn out of school suspension and a parent conference.

Cheating and/or Plagiarism

1. LCHS expects all students to complete their own work according to the highest degree of academic and personal integrity.
2. Students plagiarizing and/or cheating may earn a one day out of school suspension and the violation will become part of their permanent academic record and may affect their transcript and/or future recommendations.

Defiance

1. LCHS expects all students to respectfully treat all school staff and volunteers and considers defiance a major character issue.
2. Students who out rightly disrespectfully defy a school staff member or volunteer will have a conference with an administrator, take responsibility with the staff member or volunteer, commit to respectful behavior in the future and may earn a one day out of school suspension. Failure to take responsibility and make meaningful amends will result in out of school suspension until the student is willing to do so. A parent conference will then be required.

Cell Phones

1. LCHS expects all students to keep their cell phones turned off or on silent mode and concealed during regular school day hours unless otherwise explicitly and specifically directed by an LCHS staff member.
2. LCHS encourages parents or guardians to limit the calls their student's cell phones will receive and transmit during school hours to 911 and their parent(s)' or guardian(s) contact numbers by contacting the service provider of the cell phone.
3. If parents or guardians need to contact their students during the school day, please call the office.

4. Upon their first offence and second offence, students found using a cell phone without the explicit and specific direction of an LCHS staff member during regular school hours will have the phone immediately confiscated. A parent or guardian of the student who owns the phone must come and personally pick up the phone from the office.
5. Upon their third offence, students found using a cell phone without the explicit and specific direction of an LCHS staff member during regular school hours will have the phone immediately confiscated. A parent or guardian of the student who owns the phone must come and personally pick up the phone from the office. The person improperly using the phone, and possibly the student who owns the phone if the two are not one in the same, will no longer be allowed to have a cell phone in their possession on campus for the remainder of the school year. Further violations of the cell phone policy will earn the student out of school suspension.

Public Displays of Affection

1. LCHS expects all students to treat each other formally as school is a formal setting.
2. While on school grounds and during school activities, students must refrain from public displays of affection such as but not limited to holding hands, sitting in each other's lap, having arms around one another, leaning on one another, extended full frontal hugs, non friendship hugs, kissing, or other conduct of a sexual nature.
3. Students found publicly displaying affection on school grounds or during school activities will earn a warning upon their first offence, a call to their parents on the second offence, and a one day out of school suspension upon their third offence.

Sample Form



INFORMED CONSENT AND ACKNOWLEDGMENT FOR ATHLETIC ACTIVITIES

The undersigned has read and understands the material contained in this form and hereby authorizes (Student Name) to participate in (insert specific athletic activity or activities) while enrolled at LFCS or any LFCS School.

By their very nature, athletic activities can put students in situations in which SERIOUS, CATASTROPHIC and perhaps FATAL injuries may occur. These injuries could include, but are not limited to the following:

- Sprains/strains, Fractures, Cuts/abrasions, Unconsciousness, Paralysis, Disfigurement, Head injuries, Loss of eyesight, Death

Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution or supervision will eliminate all risk of injury. Although the school may suggest or recommend the use of certain equipment to be purchased by the students, the school does not guarantee that such equipment will be free from defects or protect the student from injury. By granting permission for your son/daughter to participate in athletic activities, you, the parent/legal guardian, acknowledge that such risk exists and assume these risks.

Participation by your child is voluntary and is not required by the school.

The undersigned has read and hereby agrees to hold LFCS or any LFCS School, its employees, agents, volunteers and/or sponsors and any other person, firm or corporation charged or chargeable with responsibility or liability, free and harmless from any and all claims, demands, damages, costs, expenses, loss of services, action and causes of action resulting from the use of facilities, equipment and participation by my son/daughter in the above named athletic activity, to the fullest extent of the law.

Parent/Legal Guardian (Print Name) Parent/Legal Guardian (signature) Date

Student (Print Name) Student (signature) Date

Appendix J

LITERACY FIRST CHARTER SCHOOLS
UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Jerry Keough
Chief Financial Officer
698 W. Main St.
El Cajon, CA 92020
619.579.7233

APPENDIX K

WASC

Appendix K



Accrediting Commission for Schools Western Association of Schools and Colleges

COMMISSION MEMBERS

STEPHEN CATHERS
Chairperson
East Asia Regional Council of Schools

GREGORY FRANKLIN, Ed.D.
Vice Chairperson
Association of California School Administrators

THOMAS ADAMS, Ph.D.
California Department of Education

MICHAEL ALVAREZ
Western Catholic Educational Association

SAMANTHA BENISH
California Federation of Teachers

GRANT BENNETT
Association of California School Administrators

DANNY BIAS
California Teachers Association

RON CARRUTH, Ed.D.
Association of California School Administrators

NANCY COONIS
Western Catholic Educational Association

MITCHELL D'OLIER
Public Member, Hawaii

ODIE DOUGIAS, Ed.D.
Association of California School Administrators

LEE DUNCAN, Ed.D.
Association of Christian Schools International

JON FERNANDEZ
Pacific Islands

JUAN A. FLECHA
Association of California School Administrators

KRISTIE FLOHRA
National Lutheran School Accreditation

ANDREA FUKUMOTO
Hawaii State Department of Education

DAVID GAUDI, Ed.D.
Hawaii Association of Independent Schools

MELISSA HANDY
Hawaii Association of Independent Schools

LAURA HERMAN, Ed.D.
Charter Schools

ROONEY LUKE
Hawaii State Department of Education

DEREK MINAKAMI
Hawaii Government Employees' Association

JOE MITCHNER
Public Member, California

LINDA NORMAN, Ed.D.
Western Catholic Educational Association

DOREEN OLESON, Ed.D.
California Association of Independent Schools

MATTHEW RUSSO, Ed.D.
Postsecondary Education

MARSHA SERAFIN, Ed.D.
California Association of Private School Organizations

KIMBERLY SHIELDS
Western Catholic Educational Association

KATHERINE THOROSSIAN, Ed.D.
Association of California School Administrators

EMMA TURNER, Ph.D.
California School Boards Association

BERIT VON POHLE, Ed.D.
Pacific Union Conference of Seventh-day Adventists

DIANA WALSH-REUSS, Ed.D.
Association of California School Administrators

June 27, 2019

Ms. Debbie Beyer
Executive Director
Liberty Charter High School
8425 Palm St
Lemon Grove, CA 91945

BARRY R. GROVES, Ed.D.
President
MARILYN S. GEORGE, Ed.D.
Executive Vice President

Dear Ms. Beyer:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Summer 2019 Commission Meeting. The ACS WASC Commissioners have determined Liberty Charter High School (9 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit. The Commission granted a Six-Year Accreditation Status, through June 30, 2025.

Liberty Charter High School is required to submit a mid-cycle progress report at the end of the third year of the current six-year accreditation cycle. The progress report should demonstrate that the school has: 1) addressed the critical areas for follow-up through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Liberty Charter High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Liberty Charter High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

A handwritten signature in black ink that reads "Stephen Cathers".

Stephen Cathers
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

2019-20 LCHS School Wide Action Plan

Action Plan #1 – CAASPP ELA Performance	
Link to Schoolwide Learner Outcomes	<ul style="list-style-type: none"> • Literate Citizens • Effective Communicators • Self Directed Learners
Rationale	<ul style="list-style-type: none"> • The reading comprehension, grammar, and writing of our students continues to be an area of need for LCHS. Data shows the following: <ul style="list-style-type: none"> ◦ The percentage of our students meeting or exceeding standard on the CAASPP ELA have dropped the last two years. • Reading and writing are foundational skills necessary for success in all academic disciplines and post-secondary life. • Literate citizens, effective communicators, and self-directed learners read for understanding and write with clarity and precision.
Growth Targets	<ul style="list-style-type: none"> • CAASPP: The percentage of all students meeting or exceeding the overall ELA standards will improve 2% points each year for the next three years and 1% point for the three years thereafter. <ul style="list-style-type: none"> ◦ 2017-8 Baseline: 67%; 2018-19: 57%; No data for 2019-20 due to COVID. • CAASPP: The percentage of Hispanic students meeting or exceeding the overall ELA standards will improve 1% point each year for the next six years. <ul style="list-style-type: none"> ◦ 2017-18 Baseline: 56%; 2018-19: 42%; No data for 2019-20 due to COVID. • CAASPP: The percentage of Econ disadvantaged students meeting or exceeding the overall ELA standards will improve 1% per year over the next three years. <ul style="list-style-type: none"> ◦ 2017-18 Baseline: 52%; 2018-19: 40%; No data for 2019-20 due to COVID. • Gates MacGinitie and/or AIMSweb: 100% of each graduating class will read at or above a 9th grade reading comprehension level. <ul style="list-style-type: none"> ◦ 2018-19: All graduates 95%; 4 year cohort 100%; No data for 2019-20 due to COVID. • Gates MacGinitie and/or AIMSweb: 80% of each graduating class will read at or above an 11th grade reading comprehension level. <ul style="list-style-type: none"> ◦ 2018-19: All graduates 81%; 4 year cohort 92%; No data for 2019-20 due to COVID. • 100% of each graduating class will write at least at a 9th grade level according to our TDL writing rubric (Level 8 on the TDL Rubric). <ul style="list-style-type: none"> ◦ 2018-19: All graduates 87%; No data for 2019-20 due to COVID. • 80% of each graduating class will write at least at an 11th grade level according to our TDL writing rubric (Level 10 on the TDL Rubric). <ul style="list-style-type: none"> ◦ 2018-19: All graduates 50%; No data for 2019-20 due to COVID.
Ways of Assessing Student Achievement	<ul style="list-style-type: none"> • Grades in English class • CAASPP ELA overall scores • CAASPP Hispanic student scores • CAASPP Economically Disadvantaged scores • Gates MacGinitie scores • TDL scores
Means of Monitoring/ Evaluating	<ul style="list-style-type: none"> • Administration reports to the board • Teacher reports to administration • CAASP, Gates MacGinitie, and TDL scores
Specific Tasks/ Actions and Timeline	<ul style="list-style-type: none"> • Academy created modules 5, 6, and 7 to provide targeted interventions in the areas of reading fluency, reading comprehension, and writing. Students selected to participate in one, two or all of these interventions based on their reading fluency, reading comprehension, and writing abilities determined by in house testing, Scantron's Performance Series, Gates McGinite, AimsWeb, and our TDL writing rubric. • All incoming students assessed for reading fluency and comprehension. Data kept in Google Docs to be used for placement into the Academy.

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	<ul style="list-style-type: none"> • Students strategically placed in English classes based on their performance on the placement, Gates McGinite, AimsWeb, and Scantron assessments. • Improve students' attitude and sense of responsibility toward performing their best on the CAASPP during weekly assemblies. Staff video messages to students before testing sessions and specific goals set (% of students meeting/exceeding). • All teachers use Illuminate assessment system to determine the effectiveness of instruction and to inform future instruction. All staff will be trained by the end of the 2018-19 school year.. Hardware and software are being installed and established during 2018-19. Illuminate is in use 6-12 starting 2018-19. • Teachers utilize high expectations for all students and use student expectations (self reporting grades) to help students exceed their own expectations. • Administration and teachers reach out to Helix Charter High School to see what they are doing to achieve their high CAASPP ELA scores. Helix shares similar demographics to LCHS. (Helix focuses on non fiction almost exclusively, administers the CAASPP with teachers the students have in classroom settings). • Administration to research assessments (Illuminate or CAASPP benchmarks) that will predict performance on the CAASPP so targeted intervention can be applied. • Administration monitors each Progress Report (issued every 5 weeks), identifies students failing 2 or more classes, and sends those students to the RtI program for extra support. • English teachers begin to administer the interim CAASPP assessments to 9, 10, and 11th in 2019-20 and use that data to inform instruction and use those tests to better prepare students for the actual CAASPP.
Who is Responsible	<ul style="list-style-type: none"> • Academy: ELA team and administration create the instructional models, benchmarks, curriculum, assessment, data entry, and scheduling. • Reading fluency assessment for incoming students: Vice Principal will assess, record data, and schedule qualified students into reading assessment classes in conjunction with the ELA team • Strategic placement of students in English classes and the Academy: Vice principal creates the master schedule and places students in specific courses in conjunction with the ELA team based on assessment data and the academic counselor. • Illuminate assessment system: Teachers are responsible to use it. Administration is responsible for the function of the hardware and software. Administration will monitor through staff meeting discussions, classroom observations, and through the formal teacher evaluation process. • Administration and teachers to implement the RtI program effectively. • Students for doing their best • Parents for holding students accountable for doing their best
Resources	<ul style="list-style-type: none"> • Academy: General funds, 6 teachers, 1 aide, 6 classrooms, scheduled during modules 5, 6, and 7, SRA curriculum, Rosetta Stone English, Rewards Reading and Writing curriculum, TDL. • Reading fluency assessment for incoming students: classroom, vice principal, fluency assessments, Google Docs • Scantron: general funds • ELCAP funds in the categories of Teachers Trained and Academic Accountability

Action Plan #2 - CAASPP Math Performance	
Link to Schoolwide Learner Outcomes	<ul style="list-style-type: none"> • Literate Citizens • Effective Communicators • Self Directed Learners • Responsible Community Leaders • Values Conscious Thinkers
Rationale	<ul style="list-style-type: none"> • Proficiency in mathematics is a fundamental skills for success in life.
Growth Targets	<ul style="list-style-type: none"> • CAASPP: The percentage of all students meeting or exceeding the overall math standard will improve by 2% points each year over the next three years and 1% point over the three years thereafter. <ul style="list-style-type: none"> o 2017-8 Baseline: 59%; 2018-19 43%; No data for 2019-20 due to COVID.

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Ways of Assessing Student Achievement	<ul style="list-style-type: none"> • CAASPP overall math scores meeting or exceeding standard .
Means of Monitoring/ Evaluating	<ul style="list-style-type: none"> • Administration will observe mathematics classrooms and analyze testing data. • Teachers analyze assessment data and adjust instruction accordingly • Teachers will be provided targeted CAASPP Math preparation so students are familiar with the format / interface. • Administration and teachers will analyze CAASPP Math scores each year.
Specific Tasks/ Actions and timeline	<ul style="list-style-type: none"> • Administration observes and debriefs with teachers at least once during Q1, Q2, and Q3. • Teachers prepare students to take the CAASPP math assessment with practice online assessments and direct instruction of test taking strategies and imbedded supports. • Administration will provide the scheduling, computers, and rooms available for the practice testing and actual testing. • Administration and teachers will research test taking strategies at the SDCOE and GUHSD, specifically at Helix High School. (Helix has all freshmen take Integrated Math I so students complete Integrated Math III by their junior year. Helix also uses a block schedule to add a semester of CAASPP math test prep for all juniors). • Teachers and administration will identify students for summer school to increase the percentage of 11th graders enrolled in at least CP integrated mathematics III. • Math department will provide extra math help and test prep during M7. • CAASPP math boot camp for all juniors in late April / early May for one week. • CAASPP math test prep once per month on a half day Friday for the entire school year. • Administration will provide the funds, facilities, and resources for summer school. • Teachers utilize high expectations for all students and use student expectations to help students exceed their own expectations. • Administration will fund and staff summer school for math. • Administration and teachers will pay particular attention to the math placement, performance, and expectations of Hispanic and Economically Disadvantaged students. • Administration to research assessments (Illuminate or CAASPP benchmarks) that will predict performance on the CAASPP so targeted intervention can be applied. • Administration and teachers will collaborate on changing the master schedule to allow for students needing pre-algebra their freshman year to meaningfully complete both pre-algebra and integrated I by the end of their freshman year. Integrated Math I with tutorial for needy freshmen implemented in 2019-20. Interim CAASPP assessments being researched in 2019-20. Tutorials continued for Integrated I and added to Integrated II during 2020-21.
Who is Responsible	<ul style="list-style-type: none"> • Administration: observations, summer school logistics, testing logistics. • Teachers: instruction, test prep, identify students for summer school, teach summer school. • Dr. Harrell: research math growth at SDCOE and GUHSD, specifically Helix High School.
Resources	<ul style="list-style-type: none"> • General funds • Observation and debrief time • Facilities, computers, schedules • ELCAP funds in the categories of Teachers Trained and Academic Accountability

Action Plan #3 – Science Achievement	
Link to Schoolwide Learner Outcomes	<ul style="list-style-type: none"> • Literate Citizens • Effective Communicators • Self Directed Learners
Rationale	<ul style="list-style-type: none"> • We have not fully implemented the NGSS. We cover many standards in life science, biology, earth science, chemistry, and physics but not all and not by the end of 11th grade.

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	<ul style="list-style-type: none"> ● NGSS fully implemented in 2019-20 with 9th physical science, 10th life science or biology, and 11th earth science or chemistry, and AP physics and AP biology for 12th grade. These courses continued through the 2020-21 school year.
Growth Targets	<ul style="list-style-type: none"> ● The percentage of students meeting or exceeding standard on the CAST will increase 1% point each year for the next five years upon establishing a baseline in 2019. <ul style="list-style-type: none"> ○ 2018-19 Baseline not available yet; No data for 2019-20 due to COVID.
Ways of Assessing Student Achievement	<ul style="list-style-type: none"> ● CAASPP Science percentage of students meeting or exceeding standard. ● AP exam scores will grow by .2 each year for the next 5 years or until class averages are at least a 3.0. <ul style="list-style-type: none"> ○ 2018-19: AP biology: class average 3.33 (global average 2.93; CA average 2.9); AP physics: class average 2.57 (global average 2.51; CA average 2.63) ○ 2019-20 AP scores not comparable to 2018-19 due to COVID as the tests were much shorter and online.
Means of Monitoring and Evaluating	<ul style="list-style-type: none"> ● Administration reports to the board ● Teacher reports to administration ● Teacher analysis of student work and assessments
Specific Tasks/ Actions and timeline	<ul style="list-style-type: none"> ● Provide supplies for the expansion and maintenance of science labs. ● Development of a 9th grade physical science course (hire a qualified teacher, purchase curriculum, adjust the master schedule). ● Strict mathematical prerequisites for chemistry and physics. ● Strict reading comprehension prerequisites for biology. ● Instructional practices, curriculum, and assessments will be analyzed in relation to the needs of the students. ● Analysis of Illuminate quarterly benchmark assessments aligned to the CAST to inform and improve instruction in all science classes. ● Improve students' attitude and sense of responsibility toward performing their best on the CAST during weekly assemblies. Staff video messages to students before testing sessions. Specific goals set and communicated to students. ● Teachers utilize high expectations for all students and use student expectations to help students exceed their own expectations. ● Administration to research assessments (Illuminate or CAST benchmarks) that will predict performance on the CAASPP so targeted intervention can be applied. ● Full implementation of NGSS established in 2018-19 with the addition of physical science as the mandatory freshman science course, followed by life science or biology in 10th grade, and earth science or chemistry in 11th grade. 12th graders have the option to take AP biology, AP physics, or chemistry depending on which courses they completed prior.
Who is Responsible	<ul style="list-style-type: none"> ● Supplies: principal and science teachers ● Life science course: principal, vice principal, science teacher ● Mathematical prerequisites: written into course descriptions by vice principal, enforced during scheduling by vice principal. ● Teacher responsible for initial analysis of instructional practices, curriculum, assessment, and teacher / student dynamics. Administration will follow up through classroom observations and meetings with the teacher. Support will be provided as identified. ● Analysis and disaggregation of science CAST scores: principal, vice principal, teachers ● Analysis of Illuminate assessments: principal, vice principal, teachers ● Improving student attitudes for state testing: principal, vice principal, teachers ● Students to do their best ● Parents to hold students accountable for doing their best
Resources	<ul style="list-style-type: none"> ● Supplies: general funds, Donors Choose, grants ● Analysis and disaggregation of science CAST scores: time, Google docs to share data, classroom, internet connection, computers ● Improving student attitudes for state testing: time during assemblies, technology for videos, creativity ● ELCAP funds in the categories of Teachers Trained and Academic Accountability

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Action Plan #4 –Improve retention rate of LFCS 8th graders	
Link to Schoolwide Learner Outcomes	<ul style="list-style-type: none"> • Literate Citizens • Effective Communicators • Self Directed Learners • Responsible Community Leaders • Values Conscious Thinkers
Rationale	<ul style="list-style-type: none"> • We invest in our 8th graders for 9 years and built LCHS primarily for them. Less than 50% of our 8th graders are choosing to matriculate to LCHS.
Growth Targets	<ul style="list-style-type: none"> • The percentage of LFCS 8th graders matriculating to LCHS will increase by 2% each year over the next six years. <ul style="list-style-type: none"> o 2017-18 Baseline: (49/118) 42%; 2018-19: (57/124) 46%; 2020-21: (61/88) 69%; Met. • The number of LFCS 8th graders matriculating to LCHS will increase by 2 students each year. <ul style="list-style-type: none"> o 2018-19 Baseline: 49; 2019-20: 57; 2020-21: 61; Met
Ways of Assessing Achievement	<ul style="list-style-type: none"> • Each fall, count the number of LFCS 8th graders who enroll at LCHS and divide by the total number of 8th graders.
Means of Monitoring and Evaluating	<ul style="list-style-type: none"> • Administration calculates the matriculation rate based on enrollment information provided by the registrar.
Specific Tasks/ Actions and timeline	<ul style="list-style-type: none"> • Representatives of LCHS (administration, parents, students, teachers) market LCHS to our LFCS students and parents at 6th, 7th, and 8th grade functions (art shows, science fairs, DC trip meetings) • LCHS students participate in events at the Junior Academy and Liberty Academy (Olympics) to build connections. • LCHS sports teams provide clinics / events for 6th-8th grade LFCS students to build a connection. • LFCS students participate in Shadow Days at LCHS to dispel myths and get a sense of what life is like at LCHS. • Junior Academy administration give a survey to LFCS 8th grade parents concerning their high school choices so administration can address the reasons parents are not choosing LCHS. • LCHS Leadership Council to plan events that include LFCS 8th graders (8th grade participation in LCHS Olympics, movie night at LCHS campus, etc..) • Parents becoming educated on what LCHS has to offer. • LCHS started a Showcase Night in 2019-20 just for interested 8th grade students.
Who is Responsible	<ul style="list-style-type: none"> • Administration to recruit parents to speak at LFCS events, schedule LCHS participation in LFCS events, shadow days, and administer and analyze surveys.
Resources	<ul style="list-style-type: none"> • General funds • ELCAP funds in the category of Parent Engagement

Action Plan #5 –Improve AP exam performance	
Link to Schoolwide Learner Outcomes	<ul style="list-style-type: none"> • Literate Citizens • Effective Communicators • Self Directed Learners
Rationale	<ul style="list-style-type: none"> • Our performance on AP exams, with the exception of AP Spanish Language, continue to lag behind state and international averages. Rarely does any given AP class average a 3 or higher on its AP exam.
Growth Targets	<ul style="list-style-type: none"> • The number of AP classes that have class averages of 3 or higher on their AP exam will increase by one class per year for the next six years.

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	<ul style="list-style-type: none"> o 2018-19: 5 classes had class averages of 3 or higher (biology, Spanish, computer science A, computer science principles, art). 2017-18 had 4. 10 of 13 AP classes improved their scores 2018 to 2019. o 2019-20 AP scores not comparable due to COVID as the tests were shorter and online.
Ways of Assessing Achievement	<ul style="list-style-type: none"> • Each summer, calculate the number of classes with class averages of 3 or higher on AP exams from the College Board AP exam reports that come out in July.
Means of Monitoring and Evaluating	<ul style="list-style-type: none"> • Administration calculates the number of classes with class averages of 3 or higher on AP exams from the College Board AP exam reports that come out in July.
Specific Tasks/ Actions and timeline	<ul style="list-style-type: none"> • AP teachers cover the required material and adequate test preparation before the exam date. • AP teachers align grading so that a C equates to a 3 on the exam, a B equates to a 4 on the exam, and an A equates to a 5 on the exam. • Students earning a D or lower at the end of the first semester are moved to a CP class. • AP teachers become AP readers as they are eligible. • AP teachers complete AP training in the subjects they teach. • Administration and teachers to communicate to parents the importance of their students doing their best on all AP exams. • AP teachers and co-ordinator join mentorship and online professional communities to find solutions to improve AP scores.
Who is Responsible	<ul style="list-style-type: none"> • Administration provides funding and opportunities for AP teachers to be trained by the College Board and to be readers. • Teachers aligned grading to performance on the exam. • Teachers cover the necessary content and provide the necessary test prep. • Students complete the coursework with integrity. • Parents to be educated on the importance of students doing their best on each AP exam.
Resources	<ul style="list-style-type: none"> • General funds • ELCAP funds in the category of Parent Engagement

Action Plan #6 –Improve rates of students meeting the college and career readiness indicator on the CA Dashboard	
Link to Schoolwide Learner Outcomes	<ul style="list-style-type: none"> • Literate Citizens • Effective Communicators • Self Directed Learners
Rationale	<ul style="list-style-type: none"> • The number / percentage of our graduates meeting the UC a-g requirements has been rising but has not reached the 60% needed to meet state expectations per the CA Dashboard.
Growth Targets	<ul style="list-style-type: none"> • The percentage of our senior class meeting the UC a-g requirements will increase at least 1% point each year over the next six years starting with a baseline of 56% (2018 rate). • The percentage of students meeting the CA Dashboard college/career readiness indicator will increase at least 1% each year over the next six years.
Ways of Assessing Achievement	<ul style="list-style-type: none"> • Each summer, administration calculates the percentage of seniors who, according to their transcripts, met the UC a-g requirements. <ul style="list-style-type: none"> o 2018-19: All graduates 78%; LFCS 92%. Met o 2019-20: All graduates 49%; LFCS 59% • CA Dashboard <ul style="list-style-type: none"> o 8.2.2019: 50% deemed college/career ready o 12.3.19: 65.4% deemed college / career ready Met o 1.6.21: No data available due to COVID

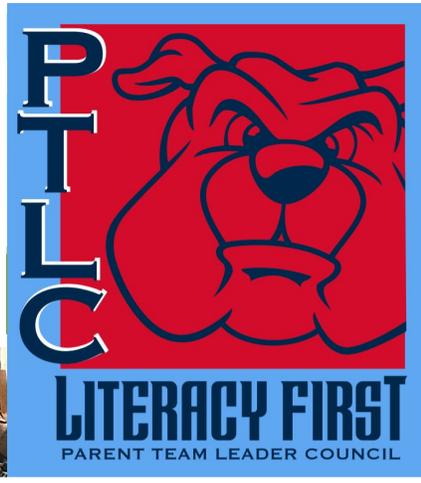
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Means of Monitoring and Evaluating	<ul style="list-style-type: none"> ● Administration calculates the percentage of seniors who, according to their transcripts, met the UC a-g requirements. ● CA Dashboard
Specific Tasks/ Actions and timeline	<ul style="list-style-type: none"> ● Teachers support students so they meaningfully pass UC a-g approved courses with integrity. ● Academic counselors ensure all students interested in college enroll in courses that will meet the UC a-g requirements. ● Administration and teachers ensure as many courses as possible earn UC a-g approval. ● Administration and teachers collaborate to expand CTE course and pathways options for all students. ● Administration and teachers collaborate to expand dual and concurrent credit options for all students. ● Hire an additional science teacher to create a three year CP level UC approved science program that also meets NGSS. ● Restructure the math program so all students complete UC approved Integrated I, II, and III by the end of their junior year.
Who is Responsible	<ul style="list-style-type: none"> ● Teachers support students so they meaningfully pass UC a-g approved courses with integrity. ● Academic counselors ensure all students interested in college enroll in courses that will meet the UC a-g requirements. ● Administration and teachers ensure as many courses as possible earn UC a-g approval. ● Students complete their courses with integrity ● Administrators and teachers communicate with Cuyama College to establish a CTE and dual/concurrent credit program.
Resources	<ul style="list-style-type: none"> ● General funds

APPENDIX L

Parent Teams

Appendix L



Appendix L

Literacy First Charter Schools Parent Team Leadership Council 2020 – 2021

This parent group supports LFCS programs, projects and staff in a variety of ways monetary and in time and energy.

Jen Peterson- President

Katie Weaver- Treasurer

Allison Schellenberg- Secretary

Maggie Berg and Claudette Morales- Hospitality

Erica Flinn- Vendor Procurement

Julie McCarthy- Community Partnership

Christine Boyce and Carlee Zank- Benevolence Coordinator

James Boyce- Communications Chairperson

Jessica Hastings- Junior Academy Liaison

Lindsay Hays- Liberty Academy Liaison

Jaelyn Baldwin and Kendra Morrin- Members at Large

Appendix L

PTLC Sample Minutes Parent Teacher Leadership Council Meeting Minutes 13 October 2020 /Called to order at 6:39 pm/ Adjourned at 8:00 pm

Board Members Present:

Christine Boyce, James Boyce, Jessica Hastings, Jennifer Peterson, Katie Weaver,
Allison Schellenberg, Erica Flinn, Kendra Morrin

Board Members Absent:

Lindsey Hays, Claudette Morales, Julie McCarthy, Maggie Berg, Carlee Zank, Jaclyn Baldwin

Guests:

Danielle Thompson

Agenda

Last Meeting Follow-up

1. Presented minutes for September 8, 2020 were approved. Motion by Jennifer Peterson and second by Katie Weaver. Motion Passed

New Business

2. Agenda was presented. Motion by Jennifer Peterson and second by Jessica Hastings. Motion Passed

Board Reports

- **Treasurer's Report (Katie Weaver)**
 - \$17,371 in the bank
 - \$1,291.86 made on emergency food packs
 - \$840 on hats
 - \$90.25 on Panda Express fundraiser
 - \$1,280 donated through Venmo for the recess equipment. Money's have not be transferred to our account yet
 - \$347 spent on the teacher breakfast
- **Communication Report**
 - Received the roster list from the school
 - Need to "scrub" Facebook for the new school year
- **Campus Liaison Reports**
 - **Junior Academy (Jessica Hastings)**
 - Teachers asked for volunteers to help with various things outside the classroom.
 - Collecting favorites lists and teachers birthdays
 - Will share the Google form with all the campus liaison's

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- **Liberty Academy (Lindsey Hays)**
- **Primary Academy**
 - Role vacant
- **Hospitality Report (Maggie Berg)**
 - Teacher Encouragement
 - Be creative on how we can do something monthly for the teachers
 - Donuts, lollipops, bulldog swag
 - Teacher raffles
 - Class mini refrigerator
 - Keurig
 - Diffuser
 - Amazon gift card
 - Teacher Liaisons will coordinate this
 - Meetups for the parents
 - Mrs. Beyer wants to encourage parents to continue meeting up
 - **Benevolent Report (Carlee Zank and Christine Boyce)**
 -

Event Reports

Upcoming Event Needs

1. Barnes and Noble book fair
 - The manager was very receptive to the idea
 - Possibly moving it outside
 - Have a sign up to keep the numbers down
 - Plan B could be teachers recording themselves reading and have the teachers post their book list

Other Items

- Pen/Pencil Gram
 - Fundraiser has been approved
- Lollipop Gram (or giant Pixie sticks)
 - For the hybrid kids only to give to their friends that they aren't seeing on the off days
- School Food Truck Picnic

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- At the JA or the HS
- Evening dinner time
- Need to pick a date before the weather gets cold. November 13? 5pm-8pm
- Sell raffle tickets and do a giveaway
- Bring own blankets, chairs, balls, etc
- Taco, burger, ice cream, etc
- Restaurant Fundraiser
 - El Pollo Loco scheduled but still waiting for details. Scheduled for the 1st week of November
 - Work on getting another one scheduled for October
 - Schedule one every week and put the schedule out to the school at the beginning of the month
- Krispy Kreme
 - Sell dozen donuts on ½ day Friday at the campuses during pick up
- Beanies
 - Solid with no cuff
 - With poms for the girls
 - Order 200 @ 4.95 a piece
 - Motion to buy Jennifer Peterson to purchase 200 of each style of beanie and sell them for \$10. Allison Schellenberg second the motion. Motion passes
- New Hat style
 - Needs to be approved
- Website
 - Updated bios for everyone
 - Waiting for pictures and bios from everyone
 - Add PDF's to the website for swag purchases
 - Maybe add a store front for the swag
- Christmas Store
 - Come with their class and can “window shop”
 - 5-7 items to choose from per category
 - Jessica will start looking for items in bulk

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SAMPLE of possible parent opportunities. These vary year by year.

LFCS Parent Service Opportunities

Parents K8 are requested to be involved in our school a minimum of 1 hour a week. At LFCS there are numerous opportunities by which to do this. The LFCS model for parent involvement is not the typical, but neither is the school! Parents are important to what we do around here. We invite every parent to participate in some way in our school program. The following is an outline of the many opportunities. Please pay attention our newsletter, website and Facebook page to see when/ where and how you can join in our special projects to help your student and our school community.

Housekeeping - This team would be a hands on working team. This group of parents would help to keep our campus beautiful as a project or needs should arise.

Fundraising – Developing critical fundraising strategies that provide additional revenue for programs not funded by our general budget has become increasingly important in these economic times.

Classroom Connections – This key set of parents provide huge support to our teachers on an ongoing basis in the classroom. These are typically room moms and her team of volunteers that do everything from birthday parties to organizing drivers for field trips. Teachers will recruit these parents.

Uniform Exchange - This team of parents organizes a uniform exchange opportunities for students who have outgrown or worn out their school clothes. They also work to develop programs that can help parents in need of school clothing or shoes.

Community Partnerships – This important group of parents develops relationships within the community that will support LFCS either monetarily, with contributions or with services. Community partners make for a strong support in tough times.

Rolling Readers Program – This group of volunteers commits to reading with one of our students one hour a week regularly. Specific training is needed to participate in this program. There will be the coordinator of this program at the PA an LA. This is a regular weekly/hourly commitment.

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Library – This group of volunteers works with our Librarian at the Primary Academy. They provide assistance in the library during classroom visits as well as maintain our library and keep all library materials and procedures in order.

Snack Shack– This group of volunteers works with our the Snack Shack coordinator to provide nutritious and quality snack options for our students during their nutrition break times at the Junior Academy

Special Events– This group of volunteer’s works to ensure that each special event at LFCS runs smoothly and all the parts are covered. These events might include: Fall Fair, Book Fair, Open House, Program events.

Soap Box Derby Dads– This is a specialized team of parents that will work with students in competitive racing events of soap box cars. Because there are limited vehicles, there are limited opportunities to be a part of this team. Dads and children that are interested in this team must submit in writing their request to Mr. Keough at the Junior Academy. There is a serious time commitment involved in participating in this team.

Donor– This group of volunteers will work to develop a community network of interested members that will commit to providing substantial gifts/donations to the LFCS 501(c) 3 organization to enhance the program options for students at LFCS.

Security– This group of volunteers will serve as greeters to all that come on campus to ensure that all visitors follow appropriate protocol for being on campus and ensure that our students are safe and secure. They will also help in special events to ensure parking is done safely and in.

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Additional Parent Service Opportunities:

Box Tops Fundraiser

Earning for Learning Program

Popcorn Cart

Father Daughter Dance

Mother Son Event

Uniform Exchange

Teacher Appreciation Event

Winter Wonderland Fair

Skate Night

DELAC



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STRONG YEARS

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2020-2021 MEMBERS OF THE DELAC COMMITTEE OF LITERACY FIRST CHARTER SCHOOLS

A California Public Benefit Corporation

Last change effective January 9, 2020

The members of the DELAC Committee are as follows:

Laura Lahood - LS Coordinator Program Coordinator

Ayman Shamasha - President

Lourdes Lopez - Vice President

Fadia Doss - Secretary

Committee members in attendance for majority of meetings:

Doaa Polus, Kamaran Pasha, Souzan Barka, Manar Osachi, Nawaf Jardaq, Sindus Perez, Reese Shasha and Tabatha Kosa.

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MINUTES OF MEETING FOR THE DELAC MEMBERS OF LITERACY FIRST CHARTER SCHOOLS A California Public Benefit Corporation

The members of the DELAC Committee held a virtual zoom meeting on November 10, 2020 the meeting was called to order at 6:36pm.

Committee members in attendance were:

Lourdes Lopez, Ayman Shamasha, Doaa Polus, Souzan Barka, Manar Osachi, Nawaf Jardaq, Tabatha Kosa, and Fadia Doss. Also present was Mrs. Laura Lahood, the LS Program Coordinator.

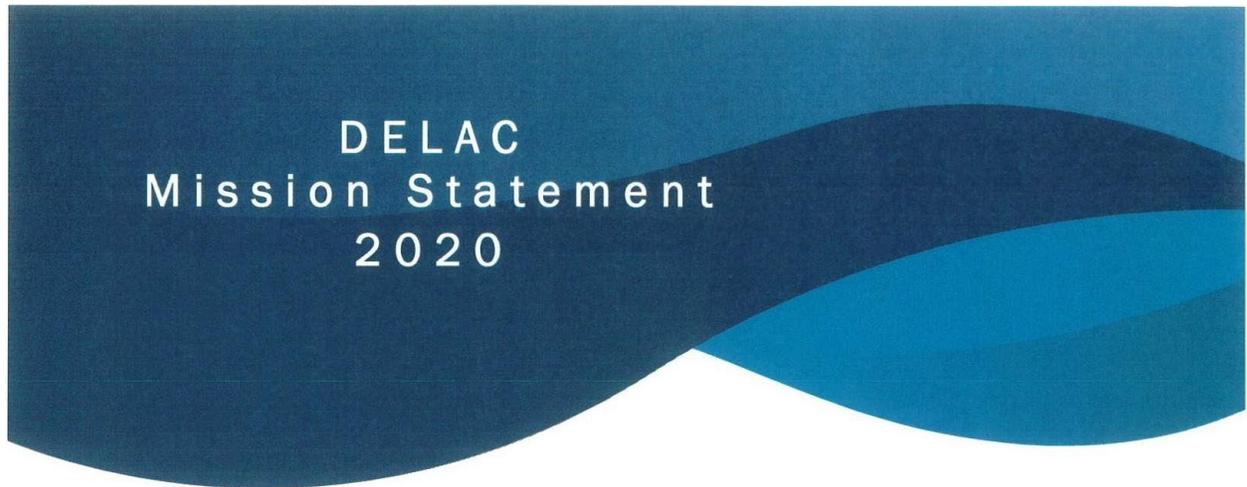
1. Motion to approve the agenda of this meeting and Motion to approve the minutes was not taken due to Covid 19 changes that did not allow us to meet in person this school calendar year as of yet.
2. It has been noted that Motion to approve the Agenda and Minutes must be in place at the next Committee meeting. Date to be set for January 2021.
3. Mrs. Lahood provided updates on the reclassification feedback in all attempts being made to make it straight forward for parents. Some discussion on the re-classification took place to better explain the process.
4. Mrs. Lahood explained how LS teaching has changed due to Covid 19. Basic alignment of all regulations remain and discussion was made to explain that one class at a time is how LS sessions are for the time being. Many benefits to smaller group sizes for LS teaching are the positive results with more closer concentration of lessons.
5. Mrs. Lahood provided a timeline on testing for the Spring for the 2nd week in March. Alternative assessment for those student with greater needs are incorporated into the testing. Reminder was made that only 4th graders and up will get reclassified @ LFCS.
6. Mrs. Lahood presented a request for a stipend of \$50 for each LS Teacher, these funds mirror the stipend for the past school year and would greatly benefit the teachers. Motion to approve this stipend was made by Ayman Shamasha and was seconded by Nawaf Jardaq.
7. Discussion was brought to the committee on the suggestion to continue making videos and translate them for parent coaching, parent pay store could be the next consideration for this. These videos have been beneficial to our LS families at home.

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8. Motion to adjourn the meeting was made by Laura Lahood and seconded by Fadia Doss at 7:20pm.

Respectfully Submitted,

Fadia Doss



LFCS recognizes that parents are a critical component of the successful education of children. It is the goal of Literacy First Charter Schools that parents of English learners at all schools participate meaningfully in the education of their children.

The DELAC advisory committee shall have the responsibility for advising the LFCS board and staff in the planning for the completion and evaluation of programs for the English learners and for certifying that Literacy First Charter School complies with federal regulations.

1. **Support** second language parents by connecting with them and informing them of LFCS events, thus supporting student achievement.
2. **Promote** a positive learning environment by translating the academic needs and expectations of their students.
3. **Enhance** the LFCS core values by holding fundraisers and sponsoring events with families can come together, interact and get to know each other and our school.

APPENDIX M

Articles of Incorporation & LFCS Board Bylaws

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BYLAWS

OF

LIBERTY CHARTER SCHOOLS

(A California Non-Profit Public Benefit Corporation)

ARTICLE I

NAME

Section 1. The name of this corporation is Literacy First Charter Schools, Inc.

ARTICLE II

PRINCIPAL OFFICE OF THE CORPORATION

Section 1. **PRINCIPLE OFFICE OF THE CORPORATION.** The principle office for the transaction of the activities and affairs of this corporation is located in San Diego County, California. The Board of Trustees may change the location of the principle office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Trustees may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The specific purposes for which this corporation is organized are to manage, operate, and guide, direct and promote one or more California public charter schools including the Literacy First Charter School and Liberty Charter School. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Trustee or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation’s Board of Trustees may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Trustees finds appropriate.

**ARTICLE VII
BOARD OF TRUSTEES**

Section 1. GENERAL POWERS Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Trustees (also known as the “Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

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Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Trustees shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Trustees, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principle office or the principle business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED Trustees and TERMS. All Trustees shall be designated by the existing Board of Trustees, except that the following seats will be reserved: one (1) voting Trustee may be appointed at the discretion of the chartering agency excepting that the Trustee shall not be a member of the chartering agency's governing board to avoid conflict of interest. In the event that the chartering agency fails to appoint the District Trustee, in any year, on or before April 15 of such year, then the Board of Trustees shall appoint such Trustee for that year. No teacher or staff member employed at any of the Literacy First Schools shall serve as a Trustee on the Board of Trustees.

Except for the initial Board of Trustees and the District Representative Trustee, each Trustee shall hold office for four (4) years and until a successor Trustee has been designated and qualified. This indicates: staggering terms with 2 on one track and 3 on the other. Should there be additional members added to the number of the board, track assignments will be delineated. The District Trustee's term shall always be one (1) year. All terms shall commence on July 1 and shall expire on June 30 of the year of the term. The majority of the Board membership will be "disinterested" parties. There may also be a non-voting member representing the teaching staff to serve as the Board clerk. Should the number of schools increase the number of members on the Board may proportionately increase.

The current Board of Trustees are the following:

Name	Expiration of Term
Sal Campos	June 2021
Lorri Ague	June 2021
Mark Ferguson	June 2023
Prisiclla Schreiber	June 2023

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Lucy Razooky

June 2023

Section 4. RESTRICTION ON INTERESTED PERSONS AS TRUSTEES. No more than 49 percent of the persons serving on the Board of Trustees may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. TRUSTEES TERM. Each Trustee shall hold office for four (4) years and until a successor Trustee has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The chairman of the Board of Trustees or, if none, the President may appoint a committee to nominate qualified candidates for election to the Board of Trustees at least thirty (30) days before the date of any election of Trustees. The nominating committee shall make its report at least seven (7) days before that date of the election or at such other time as the Board of Trustees may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for Trustee than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Trustees shall occur in the event of (a) the death or resignation of any Trustee; (b) the declaration by resolution of the Board of Trustees of a vacancy in the office of a Trustee who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Trustees; or (d) the failure of the members, at any meeting of members at which any Trustee or Trustees are to be elected, to elect the number of Trustees required to be elected at such meeting

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Section 9. RESIGNATION OF TRUSTEES. Except as provided below, any Trustee may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Trustee's resignation is effective at a later time, the Board of Trustees may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. TRUSTEE MAY NOT RESIGN IF NO TRUSTEE REMAINS. Except on notice to the California Attorney General, no Trustee may resign if the corporation would be left without a duly elected Trustee or Trustees.

Section 11. REMOVAL OF TRUSTEES. Any Trustee may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Trustee shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Trustees may be filled by approval of the Board of Trustees or, if the number of Trustees then in office is less than a quorum, by (1) the unanimous consent of the Trustees then in office, (2) the affirmative vote of a majority of the Trustees then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining Trustee.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF TRUSTEES. Any reduction of the authorized number of Trustees shall not result in any Trustees being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF TRUSTEES MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Trustees may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Trustees or in the notice of the meeting. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act,

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California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. TELECONFERENCE MEETINGS. Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the Literacy First Schools Charter Schools operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 16 *MEETINGS; ANNUAL MEETINGS*. All meetings of the Board of Trustees and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

¹ This means that members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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The Board of Trustees shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Trustees.

Section 17. REGULAR MEETINGS. Regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Trustees. At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 18. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Trustees for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President, the Secretary, or any two Trustees but may only be conducted if two-thirds of the board of Trustees votes that a situation warranting a special or emergency meeting exists.

Section 19. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours notice is given to each Trustee and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Trustees shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each Trustee at the Trustee's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Trustee for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Trustees are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient

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whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 20. QUORUM. A majority of the authorized number of Trustees shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the Trustees present at a duly held meeting at which a quorum is present shall be an act of the board. Should there be fewer than a majority of the Trustees present at any meeting, the meeting shall be adjourned. Voting Trustees may not vote by proxy.

Section 21. ADJOURNMENT. A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Trustees may receive such compensation, if any, for their services as Trustees or officers, and such reimbursement of expenses, as the Board of Trustees may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the Trustees then in office, may create one or more committees, each consisting of two or more Trustees and no one who is not a Trustee, to serve at the pleasure of the board. Appointments to committees of the Board of Trustees shall be by majority vote of the authorized number of Trustees. The Board of Trustees may appoint one or more Trustees as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Trustees resolution, except that no committee may:

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- (a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- (b) Fill vacancies on the Board of Trustees or any committee of the board;
- (c) Fix compensation of the Trustees for serving on the Board of Trustees or on any committee;
- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board of Trustees that by its express terms is not so amendable or repealable;
- (f) Create any other committees of the Board of Trustees or appoint the members of committees of the board;
- (g) Expend corporate funds to support a nominee for Trustee if more people have been nominated for Trustee than can be elected; or
- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its Trustees has a material financial interest .

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Trustees actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Trustees resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF TRUSTEES. No Trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

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Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Literacy First Schools and the Board of Trustees shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the board’s direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article IX, Section 4 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Business Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Trustees and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Trustees may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Trustees may remove any officer with or without cause. An officer who was not chosen by the Board of Trustees may be removed by any other officer on whom the Board of Trustees confers the power of removal.

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Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Trustees is elected, he or she shall preside at Board of Trustees' meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time. If there is no President, the Chairman of the Board of Trustees shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Trustees may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Trustees' meetings. The President shall have such other powers and duties as the Board of Trustees or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Trustees may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the

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Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of Trustees present at Board of Trustees and committee meetings

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board, and of committees of the Board of Trustees that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

Section 12. CHIEF BUSINESS OFFICER. The Chief Business Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Business Officer shall send or cause to be given to the members and Trustees such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any Trustee at all reasonable times.

The Chief Business Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Trustees may designate; (ii) disburse the corporation's funds as the Board of Trustees may order; (iii) render to the President, chairman of the board, if any, and the board, when requested, an account of all transactions as Chief Business Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Business Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Trustees for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Business Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX

CONTRACTS WITH TRUSTEES AND OFFICERS

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Section 1. **CONTRACTS WITH TRUSTEES AND OFFICERS.** The Corporation shall not enter into a contract or transaction in which a Trustee directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Trustees are Trustees have a material financial interest) unless all of the following apply:

- a. The Trustee with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Trustees meeting minutes.
- b. The Trustee with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Trustee who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Trustees by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Trustees considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Trustees or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X

CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-Trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Literacy First Schools Conflict of Interest Policy have been fulfilled.

ARTICLE XI

LOANS TO TRUSTEES AND OFFICERS

Appendix M

Section 1. LOANS TO TRUSTEES AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any Trustee or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Trustee or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Trustee or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its Trustees, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Trustees by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code section 5238 (b) or section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Trustees, employees, and other agents, to cover any liability asserted against or incurred by any officer, Trustee, employee, or agent in such capacity or arising from the officer’s, Trustee’s, employee’s, or agent’s status as such.

ARTICLE XV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

Appendix M

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its members, Board, and committees of the Board; and
- (c) Such reports and records as required by law.

ARTICLE XVI INSPECTION RIGHTS

Section 1. **TRUSTEES' RIGHT TO INSPECT.** Every Trustee shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any Trustee may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Trustees, and committees of the Board of Trustees at any reasonable time for a purpose reasonably related to the Trustee's interest as a Trustee. Any such inspection and copying may be made in person or by the Trustee's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Trustees at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Trustee, furnish to that Trustee a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVII REQUIRED REPORTS

Appendix M

Section 1. ANNUAL REPORTS. The Board of Trustees shall cause an annual report to be sent to the Board of Trustees within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Trustees, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each Trustee and furnish to each Trustee a statement of any transaction or indemnification of the following kind:

Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

- (1) Any Trustee or officer of the corporation, its parent, or subsidiary (but mere common principalship shall not be considered such an interest); or
- (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated

Appendix M

ARTICLE XVIII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Trustees may adopt, amend or repeal any of these Bylaws by a majority of the Trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters of the Literacy First Schools or make any provisions of these Bylaws inconsistent with the charters, the corporation's Articles of Incorporation, or any laws.

APPENDIX N

Conflict of Interest Code

LITERACY FIRST CHARTER SCHOOLS

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, Literacy First Charter Schools hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Literacy First Charter Schools (“Charter School”), as specifically required by California Government Code Section 87300. As Literacy First Charter Schools has also agreed in its charter to comply with Government Code Section 1090, in addition to the Political Reform Act, this Code also conforms to the requirements of Section 1090.

II. DEFINITION OF TERMS

The definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “Designated Employees.” The Designated Employee positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each Designated Employee, including governing board members, shall file a Form 700 Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the Designated Employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source

Appendix N

of income may foreseeably be affected materially by a decision made or participated in by the Designated Employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With Literacy First Charter Schools . All Statements shall be supplied by Literacy First Charter Schools . All Statements shall be filed with Literacy First Charter Schools Literacy First Charter Schools ’s filing officer shall make and retain a copy of the Statement and forward the original to the San Diego County Board of Supervisors.

V. DISQUALIFICATION

No Designated Employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member Designated Employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to Literacy First Charter Schools Executive Director, who shall record the Designated Employee’s disqualification. In the case of a Designated Employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority (i.e. the Board of Directors).

B. Governing Board Member Designated Employees

Financial interest in a contract: Where a Governing Board member has a personal, material financial interest in a contract, the financial interest will be reviewed under Government Code Section 1090 to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director’s discussion

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of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interests: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of Literacy First Charter Schools bylaws.

EXHIBIT A

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	I, II, III
Executive Director	I, II, III
School Principal/Site Administrator	I, II, III
Assistant Principal/Assistant Site Administrator	I, II, III
Consultants	*

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Govt. Code § 81008.)

EXHIBIT B

Disclosure Categories

Category I

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of any county in which Literacy First Charter Schools operates.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment utilized by Literacy First Charter Schools .

Category II

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Literacy First Charter Schools , its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra-curricular courses.

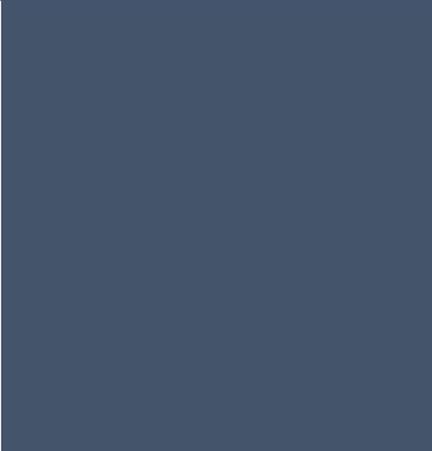
Category III

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by Literacy First Charter Schools , its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

APPENDIX O
Audit Report

Appendix O



Literacy First Charter
School #405
SAN DIEGO, CALIFORNIA

Financial Statements &
Supplemental Information
Year Ended June 30, 2019

**WILKINSON HADLEY
KING & CO. LLP**
CPAs AND ADVISORS



Appendix O

Literacy First Charter School
Financial Statements & Supplemental Information
Year Ended June 30, 2019

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P. Robert Wilkinson, CPA
Brian K. Hadley, CPA



Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report

To the Board of Directors
Literacy First Charter School
San Diego, California

Report on the Financial Statements

We have audited the accompanying financial statements of Literacy First Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Literacy First Charter School as of June 30, 2019, 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.

El Cajon Office
218 W. Douglas Avenue El Cajon, CA 92020
Tel. (619) 447-6700 Fax (619) 447-6707

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Berkeley Office
2001 Addison Street, 3rd Floor, Berkeley, CA 94704
Tel. (510) 679-6900 Fax (510) 679-6901

Appendix O

Emphasis of Matter

As discussed in Note A to the financial statements, the School has adopted the provisions of FASB ASU 2016-14, Not-for-Profit Entities (Topic 958) - *Presentation of Financial Statements of Not-for-Profit Entities*. Our opinion is not modified with respect to this matter.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying additional supplementary information, as required by the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810 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 financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2019, on our consideration of Literacy First Charter 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 Literacy First Charter 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 Literacy First Charter School's internal control over financial reporting and compliance.

El Cajon, California
December 15, 2019

Appendix O

Financial Statements

Appendix O

Literacy First Charter School
Consolidated Statement of Financial Position
June 30, 2019

Assets	
Cash and cash equivalents	\$ 6,334,361
Accounts receivable	535,744
Prepaid expenses	422,462
Prepaid issuance costs	251,810
Property and equipment, net	<u>10,354,593</u>
Total Assets	<u>\$17,898,970</u>
Liabilities and Net Assets	
Liabilities	
Accounts payable	\$ 190,118
Accrued expenses and other liabilities	124,382
Bonds and notes payable	<u>2,824,494</u>
Total Liabilities	<u>3,138,994</u>
Net Assets	
Without donor restrictions	
Undesignated	<u>14,237,803</u>
	<u>14,237,803</u>
With donor restrictions	
Restricted for state programs	<u>522,173</u>
	<u>522,173</u>
Total Net Assets	<u>14,759,976</u>
Total Liabilities and Net Assets	<u>\$17,898,970</u>

The accompanying notes to the financial statements are an integral part of this statement.

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Literacy First Charter School
 Consolidated Statement of Activities
 June 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 8,667,553	\$ -	\$ 8,667,553
Education protection account state aid	2,634,548	-	2,634,548
Transfers in lieu of property taxes	3,232,100	-	3,232,100
Total LCFF sources	<u>14,534,201</u>	<u>-</u>	<u>14,534,201</u>
Federal contracts and grants	-	36,526	36,526
State contracts and grants	1,761,379	-	1,761,379
Local contracts and grants	494,605	572,312	1,066,917
Interest income	66,368	-	66,368
Net assets released from restriction - Grant restrictions satisfied	<u>146,265</u>	<u>(146,265)</u>	<u>-</u>
Total revenue, support, and gains	<u>17,002,818</u>	<u>462,573</u>	<u>17,465,391</u>
Expenses and Losses			
Program services expense	12,062,495	-	12,062,495
Supporting services expense	<u>5,106,486</u>	<u>-</u>	<u>5,106,486</u>
Total expenses and losses	<u>17,168,981</u>	<u>-</u>	<u>17,168,981</u>
Change in Net Assets	(166,163)	462,573	296,410
Net Assets, Beginning of Year	<u>14,403,966</u>	<u>59,600</u>	<u>14,463,566</u>
Net Assets, End of Year	<u>\$ 14,237,803</u>	<u>\$ 522,173</u>	<u>\$ 14,759,976</u>

The accompanying notes to the financial statements are an integral part of this statement.

Appendix O

Literacy First Charter School
 Consolidated Statement of Functional Expenses
 June 30, 2019

	Educational Programs	Management and General	Fundraising and Development	Total
Other Salaries and Wages	\$ 6,708,606	\$ 2,993,213	\$ -	\$ 9,701,819
Pension expense	978,895	436,759	-	1,415,654
Other employee benefits	774,948	345,762	-	1,120,710
Payroll taxes	195,418	87,190	-	282,608
Fees for services:				
Legal	-	27,180	-	27,180
Operating fees	-	620,371	-	620,371
Advertising and promotion	-	56,647	-	56,647
Office expenses	296,799	-	-	296,799
Dues and memberships	-	22,949	-	22,949
Occupancy	1,622,850	-	-	1,622,850
Travel	46,151	73,885	-	120,036
Conferences, conventions, and meetings	-	58,197	-	58,197
Depreciation	345,832	-	-	345,832
Insurance	-	109,870	-	109,870
Other expenses:				
Textbooks and supplies	860,998	-	-	860,998
Oversight fee	-	144,794	-	144,794
Admission and entrance fees	-	129,668	-	129,668
Specialized therapy services	231,999	-	-	231,999
Total expenses by function	12,062,495	5,106,486	-	17,168,981
Total expenses included in the expense section on the statement of activities	<u>\$ 12,062,495</u>	<u>\$ 5,106,486</u>	<u>\$ -</u>	<u>\$ 17,168,981</u>

The accompanying notes to the financial statements are an integral part of this statement.

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Literacy First Charter School
Consolidated Statement of Cash Flows
June 30, 2019

Cash Flows from Operating Activities	
Receipts from federal, state, and local contracts and grants	\$ 14,701,252
Receipts from property taxes	3,232,100
Other cash receipts	66,368
Payments for salaries, benefits and payroll taxes	(12,435,874)
Payments to vendors	(4,633,729)
Net Cash from Operating Activities	<u>930,117</u>
Cash Flows from Investing Activities	
Purchases of property and equipment	(232,912)
Net Cash used for Investing Activities	<u>(232,912)</u>
Cash Flows from Financing Activities	
Principal payments on bonds, notes and capital leases	(43,005)
Net Cash from Financing Activities	<u>(43,005)</u>
Net Change in Cash and Cash Equivalents	654,200
Cash and Cash Equivalents - Beginning of Year	<u>5,680,161</u>
Cash and Cash Equivalents - End of Year	<u>\$ 6,334,361</u>
Reconciliation of Change in Net Assets to Net Cash from Operating Activities	
Change in net assets	296,410
Adjustments to reconcile change in net assets to net cash from operating activities:	
Depreciation and amortization	345,832
Changes in operating assets and liabilities	
Accounts receivable	534,329
Prepaid expenses	(271,851)
Prepaid issuance costs	40,919
Accounts payable	(100,439)
Accrued expenses and other liabilities	84,917
Net Cash from Operating Activities	<u>930,117</u>

The accompanying notes to the financial statements are an integral part of this statement.

Appendix O

Literacy First Charter School

Notes to the Financial Statements

June 30, 2019

A. Organization and Significant Accounting Policies

Organization

Literacy First Charter School (the School) is a non-profit public benefit School established on November 30, 2000. Under the Charter Schools Act of 1992, a charter school is authorized to elect to operate as, or be operated by, a nonprofit public benefit School. The School was authorized by San Diego County Office of Education (the District). On December 14, 2011 the San Diego County Board of Education approved a material revision to the Literacy First Charter School charter to add grades 9 through 12 and operate the Liberty Charter High School under a single charter document beginning the 2012-13 school year. The School and the San Diego County Office of Education entered into a Memorandum of Understanding (MOU), dated March 5, 2012 to address operational issues relating to the revised charter, including issues related to the operation of grade 9 through 12 and the location of facilities. Under the MOU, the School is required to locate Liberty Charter High School within the boundaries of the Grossmont Union High School District. On April, 24, 2012 the School entered into a lease agreement with the Lemon Grove School District to lease certain property known as Palm Middle School for the Liberty Charter High School. The school site is located within the boundaries of the Grossmont Union High School District. The School is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code.

The School's mission is to provide quality education to students in kindergarten through twelfth 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 organizations. 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 noninterest-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.

Literacy First Charter School
Notes to the Financial Statements, Continued
June 30, 2019

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 statements 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, 2019.

Investment

The School records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values on the statement of financial position. Net investment return/(loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

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 that 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.

Literacy First Charter School
Notes to the Financial Statements, Continued
June 30, 2019

Revenue and Revenue Recognition

The School recognizes revenue from sales when the products are transferred and services are provided. The school records special events revenue equal to the cost of direct benefits to donors, and contribution revenue for the difference. Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met. The schools federal, state, and local contracts and grants are conditioned upon certain performance requirements and the incurrence of allowable qualifying expense.

Advertising Costs

Advertising costs are expensed as incurred, and approximated \$56,647 for the year ended June 30, 2019.

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 programs and supporting services benefited.

Income Taxes

The School is a 509(a)(1) publicly supported non-profit organization 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, 2019, 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, 2019.

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.

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.

Literacy First Charter School
Notes to the Financial Statements, Continued
June 30, 2019

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 considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies. Investments are made by diversified investment managers whose performance is monitored by the School and the investment committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year to year basis, the School believes that the investment policies and guidelines are prudent for the long-term welfare of the organization.

Change in Accounting Principles

On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities*. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The School has implemented ASU 2016-14 and has adjusted the presentation in these financial statements accordingly.

In August 2016, FASB issued ASU 2016-15, *Statement of Cash Flows (Topic 230), Classification of Certain Cash Receipts and Cash Payments*. This guidance is intended to reduce the diversity in practice in how certain transactions are classified in the statement of cash flows. In addition, in November 2016, FASB issued ASU 2016-18, *Statement of Cash Flows (Topic 230), Restricted Cash*. This ASU provides additional guidance related to transfers between cash and restricted cash and how entities present, in their statement of cash flows, the cash receipts and cash payments that directly affect the restricted cash accounts. The School has adopted these provisions in the accompanying financial statements.

FASB Accounting Standards Codification Topic 606, *Revenue from Contracts with Customers*, as amended, supersedes or replaces nearly all GAAP revenue recognition guidance. These standards establish a new contract and control-based revenue recognition model, change the basis for deciding when revenue is recognized over time or at a point in time, and expand disclosures about revenue. The School has implemented Topic 606 and has adjusted the presentation in these financial statements accordingly.

In June 2018, FASB issued ASU 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. This standard assists entities in evaluating whether transactions should be accounted for as contributions or exchange transactions and determining whether a contribution is conditional. The School has implemented the provisions of ASU 2018-08 applicable to both contributions received and to contributions made in the accompanying financial statements under a modified prospective basis. Accordingly, there is no effect on net assets in connection with the implementation of ASU 2018-08.

Subsequent Events

The School has evaluated subsequent events through December 15, 2019, the date the financial statements were available to be issued.

Appendix O

Literacy First Charter School
Notes to the Financial Statements, Continued
June 30, 2019

B. Liquidity and Availability

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

Cash and cash equivalents	\$ 6,334,361
Accounts receivable	<u>535,744</u>
	<u>\$ 6,870,105</u>

C. Fair Value Measurements and Disclosures

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.

Appendix O

Literacy First Charter School
Notes to the Financial Statements, Continued
June 30, 2019

A significant portion of the School's investment assets are classified within Level 1 because they comprise open end mutual funds with readily determinable fair values based on daily redemption values. The School invests in CDs traded in the financial markets and additionally 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, 2019:

	Fair Value Measurements at Report Date Using			
	Total	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Operating investments				
Cash in county treasury	\$ 5,567,719	\$ 5,567,719	\$ -	\$ -
	\$ 5,567,719	\$ 5,567,719	\$ -	\$ -

D. Cash and Cash Equivalents

Cash and cash equivalents at June 30, 2019 consisted of the following:

Cash in county treasury	\$ 5,567,719
Cash in bank accounts	584,771
Cash with fiscal agent	181,871
Total cash and cash equivalents	\$ 6,334,361

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 (\$5,567,719 as of June 30, 2019). 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 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 with Fiscal Agent

The School maintains a portion of their cash (\$181,871 as of June 30, 2019) with US Bank. The funds are held as a debt service reserve fund.

Appendix O

Literacy First Charter School
Notes to the Financial Statements, Continued
June 30, 2019

Cash in Bank

The remainder of the School's cash (\$584,771 as of June 30, 2019) is held in financial institutions which are either insured by the Federal Deposit Insurance School (FDIC) up to a limit of \$250,000 per depositor or certain non-interest-bearing accounts that are fully insured by the FDIC. As of June 30, 2019, the School held \$334,771 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.

E. Accounts Receivable

As of June 30, 2019, accounts receivable consisted of the following:

Federal Government		
Special Education	\$	11,275
State Government		
Charter School Facilities Grant		361,952
Lottery Funding		83,475
Special Education		37,321
Other State Programs		475
Local Government		
Property tax payments		2,735
Other Local Sources		
Interest		24,631
Other local sources		13,880
Total Accounts Receivable	<u>\$</u>	<u>535,744</u>

F. Property and Equipment

Literacy First Charter School's property and equipment consisted of the following at June 30, 2019:

	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Land	\$ 4,853,045	\$ 5,000	\$ -	\$ 4,858,045
Work in Progress	1,894,191	35,549	-	1,929,740
Total Non-Depreciable Capital Assets	<u>6,747,236</u>	<u>40,549</u>	<u>-</u>	<u>6,787,785</u>
Depreciable Capital Assets				
Land Improvements	38,686	-	38,686	-
Equipment, Furniture, and Fixtures	858,562	94,945	-	953,507
Total Depreciable Capital Assets	<u>897,248</u>	<u>94,945</u>	<u>38,686</u>	<u>953,507</u>
Total Capital Assets	7,644,484	135,494	38,686	7,741,292
Less Accumulated Depreciation	<u>(512,930)</u>	<u>121,187</u>	<u>-</u>	<u>(391,743)</u>
Capital Assets, Net	<u>7,131,554</u>	<u>256,681</u>	<u>38,686</u>	<u>7,349,549</u>

Appendix O

Literacy First Charter School
Notes to the Financial Statements, Continued
June 30, 2019

Literacy First Charter School Issuer LLC's property and equipment consisted of the following at June 30, 2019:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Buildings and Improvements	4,851,911	136,103	-	4,988,014
Total Depreciable Capital Assets	4,851,911	136,103	-	4,988,014
Total Capital Assets	4,851,911	136,103	-	4,988,014
Less Accumulated Depreciation	(1,515,952)	(467,019)	-	(1,982,971)
Capital Assets, Net	3,335,959	(330,916)	-	3,005,043

Consolidated property and equipment consisted of the following at June 30, 2019:

	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Land	\$ 4,853,045	\$ 5,000	\$ -	\$ 4,858,045
Work in Progress	1,894,191	35,549	-	1,929,740
Total Non-Depreciable Capital Assets	6,747,236	40,549	-	6,787,785
Depreciable Capital Assets				
Land Improvements	38,686	-	38,686	-
Buildings and Improvements	4,851,911	136,103	-	4,988,014
Equipment, Furniture, and Fixtures	858,562	94,945	-	953,507
Total Depreciable Capital Assets	5,749,159	231,048	38,686	5,941,521
Total Capital Assets	12,496,395	271,597	38,686	12,729,306
Less Accumulated Depreciation	(2,028,882)	(345,832)	-	(2,374,714)
Capital Assets, Net	10,467,513	(74,235)	38,686	10,354,592

G. Bonds Payable

Bonds Payable

In September 2010, the LLC entered into a loan agreement with California Municipal Finance Authority for the issuance of \$3,725,000 charter School Lease Revenue Bonds. The funds were used for acquisition, construction, renovation, improving, and equipping of certain education facilities located at 698 W. Main Street El Cajon California and operated as a campus of Literacy First Charter School. The remaining bonds mature as follows:

Bond Component	Rate	Amount	Maturity Date
2022 Tax-exempt Term Bonds	5.50%	\$1,070,000	Septemner 1, 2022
2030 Tax-exempt Term Bonds	6.00%	\$2,170,000	Septemner 1, 2030

In conjunction with the issuance of the Lease Revenue Bond, the LLC incurred costs associated with the issuance in the amount of \$394,688. The costs are being amortized over the life of the Bond (30 years) using the straight-line method. Amortization will be charged annually in the amount of \$13,156 through the life of the bond. The total amount amortized at June 30, 2019 is \$101,959.

Appendix O

Literacy First Charter School
Notes to the Financial Statements, Continued
June 30, 2019

Bonds payable consist of the following at June 30, 2019:

Principal amount		\$	2,926,453
Less unamortized premium and debt issuance costs			<u>(101,959)</u>
			<u>\$ 2,824,494</u>

Future maturities of bonds payable are as follows:

Year Ending June 30,	Principal	Interest	Total
2020	\$ 150,000	\$ 162,375	\$ 312,375
2021	160,000	153,850	313,850
2022	170,000	144,775	314,775
2023	180,000	135,150	315,150
2024	185,000	124,650	309,650
2025-2029	1,120,000	435,000	1,555,000
2030-2031	<u>961,453</u>	<u>61,950</u>	<u>1,023,403</u>
	<u>\$ 2,926,453</u>	<u>\$ 1,217,750</u>	<u>\$ 4,144,203</u>

H. Operating Leases

The School has entered into lease agreements for use of facilities. The agreements do not contain a purchase option and do not meet the requirement for capitalization. As such, the leases have not been recorded on the statement of financial position.

Future minimum lease payments are as follows:

Year Ended June 30	Operating Leases
2020	\$ 575,169
2021	<u>553,138</u>
Total minimum lease payments	<u>\$ 1,128,307</u>

Appendix O

Literacy First Charter School
Notes to the Financial Statements, Continued
June 30, 2019

I. Net Assets With Donor Restrictions

Net assets with donor restrictions are restricted for the following purposes or periods at June 30, 2019:

Subject to expenditure for specified purpose:	
Charter Schools Facilities Grant	<u>522,173</u>
	<u>522,173</u>
 Total net assets with donor restrictions	 <u>\$ 522,173</u>

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:

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

The Schools participation in these plans for the fiscal year ended June 30, 2019, 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 2019, 2018 and 2017 is for the plan's year-end at June 30, 2019, 2018 and 2017, 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.

Appendix O

Literacy First Charter School
Notes to the Financial Statements, Continued
June 30, 2019

Period to Period Comparability:

Literacy First Charter School increased in CalSTRS contributions from 2017 to 2018 by 24.7% followed by an additional increase in 2019 of 22.7%. Literacy First Charter School increased in CalPERS contributions from 2017 to 2018 by 35.9% followed by an additional increase in 2019 of 37.5%.

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/ Implemented
		2019	2018	2017	
CalSTRS	37012	Yellow	Yellow	Yellow	No
CalPERS	5817850904	Yellow	Yellow	Yellow	No

Pension Fund	Contributions			Number of Employees	Surcharge Imposed
	2019	2018	2017		
CalSTRS	\$ 1,107,834	\$ 902,646	\$ 723,800	138	No
CalPERS	307,820	223,804	164,670	47	No
Total	<u>\$ 1,415,654</u>	<u>\$ 1,126,450</u>	<u>\$ 888,470</u>	<u>185</u>	

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, 2019, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 16.28% 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, 2019 the State contributed \$1,048,768 (15.412% 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.

Literacy First Charter School
Notes to the Financial Statements, Continued
June 30, 2019

Active plan members are required to contribute 7% of their salary 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 2018-19 was 18.062% of classified salaries. The School made contributions as noted above. For the year ended June 30, 2019 the State contributed \$110,162 (6.464% of classified salaries) on behalf of the School.

K. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective during the 2019-20 fiscal year:

1. FASB ASU 2019-04 *Codification Improvements to Topic 326, Financial Instruments – Credit Losses, Topic 815, Derivatives and Hedging, and Topic 825, Financial Instruments*
2. FASB ASU 2018-20 *Leases (Topic 842): Narrow-Scope Improvements for Lessors*
3. FASB ASU 2018-16 *Derivatives and Hedging (Topic 815): Inclusion of the Secured Overnight Financing Rate (SOFR) Overnight Index Swap (OIS) Rate as a benchmark Interest Rate for Hedge Accounting Purposes*
4. FASB ASU 2018-11 *Leases (Topic 842): Targeted Improvements*
5. FASB ASU 2018-10 *Improvements to Topic 842, Leases*
6. FASB ASU 2018-09 *Codification Improvements*
7. FASB ASU 2018-08 *Not-For-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*
8. FASB ASU 2018-02 *Income Statement – Reporting Comprehensive Income (Topic 220): Reclassification of Certain Tax Effects from Accumulated Other Comprehensive Income*
9. FASB ASU 2018-01 *Leases (Topic 842): Land Easement Practical Expedient for Transition to Topic 842*
10. FASB ASU 2017-15 *Codification Improvements to Topic 995, U.S. Steamship Entities: Elimination of Topic 995*
11. FASB ASU 2017-12 *Derivatives and Hedging (Topic 815): Targeted Improvements to Accounting for Hedging Activities*
12. FASB ASU 2017-10 *Service Concession Arrangements (Topic 853): Determining the Customer of the Operation Services*
13. FASB ASU 2017-07 *Compensation – Retirement Benefits (Topic 715): Improving the Presentation of Net Periodic Pension Cost and Net Periodic Postretirement Benefit Cost*
14. FASB ASU 2017-06 *Plan Accounting: Defined Benefit Pension Plans (Topic 960), Defined Contribution Pension Plans (Topic 962), Health and Welfare Benefit Plans (Topic 965): Employee Benefit Plan Master Trust Reporting*
15. FASB ASU 2017-01 *Business Combinations (Topic 805): Clarifying the Definition of a Business*
16. FASB ASU 2016-18 *Statement of Cash Flows (Topic 230): Restricted Cash*
17. FASB ASU 2016-15 *Statement of Cash Flows (Topic 230): Classification of Certain Cash Receipts and Cash Payments*
18. FASB ASU 2016-02 *Leases (Topic 842)*

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 2019-20 fiscal year will not impact the financial accounting or presentation for the School.

Appendix O

Supplementary Information

Appendix O

Literacy First Charter School
 Consolidated Combining Statement of Financial Position
 June 30, 2019

	Literacy First Charter School	Literacy First Charter School Issuer LLC	Total
Assets			
Cash and cash equivalents	\$ 6,334,361	\$ -	\$ 6,334,361
Accounts receivable	535,744	-	535,744
Prepaid expenses	422,462	-	422,462
Prepaid issuance costs	251,810	-	251,810
Property and equipment, net	7,349,550	3,005,043	10,354,593
Total Assets	<u>\$ 14,893,927</u>	<u>\$ 3,005,043</u>	<u>\$ 17,898,970</u>
Liabilities and Net Assets			
Liabilities			
Accounts payable	\$ 113,790	\$ 76,328	\$ 190,118
Accrued expenses and other liabilities	124,382	-	124,382
Bonds and notes payable	-	2,824,494	2,824,494
Total Liabilities	<u>238,172</u>	<u>2,900,822</u>	<u>3,138,994</u>
Net Assets			
Without donor restrictions			
Undesignated	14,133,582	104,221	14,237,803
	<u>14,133,582</u>	<u>104,221</u>	<u>14,237,803</u>
With donor restrictions			
Restricted for federal programs	-	-	-
Restricted for state programs	-	-	-
Restricted for [describe here]	522,173	-	522,173
	<u>522,173</u>	<u>-</u>	<u>522,173</u>
Total Net Assets	<u>14,655,755</u>	<u>104,221</u>	<u>14,759,976</u>
Total Liabilities and Net Assets	<u>\$ 14,893,927</u>	<u>\$ 3,005,043</u>	<u>\$ 17,898,970</u>

See accompanying notes to supplementary information.

Appendix O

Literacy First Charter School
Consolidated Combining Statement of Activities
 June 30, 2019

	Literacy First Charter School		Literacy First Charter School Issuer LLC		Total
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	
Revenue, Support, and Gains					
Local Control Funding Formula (LCFF) sources					
State aid	\$ 8,667,553	\$ -	\$ -	\$ -	\$ 8,667,553
Education protection account state aid	2,634,548	-	-	-	2,634,548
Transfers in lieu of property taxes	3,232,100	-	-	-	3,232,100
Total LCFF sources	<u>14,534,201</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>14,534,201</u>
Federal contracts and grants	-	36,526	-	-	36,526
State contracts and grants	1,761,379	-	-	-	1,761,379
Local contracts and grants	198,174	572,312	296,431	-	1,066,917
Interest income	66,368	-	-	-	66,368
Net assets released from restriction -					
Grant restrictions satisfied	146,265	(146,265)	-	-	-
Total revenue, support, and gains	<u>16,706,387</u>	<u>462,573</u>	<u>296,431</u>	<u>-</u>	<u>17,465,391</u>
Expenses and Losses					
Program services expense	12,062,495	-	-	-	12,062,495
Supporting services expense	4,445,816	-	660,670	-	5,106,486
Total expenses and losses	<u>16,508,311</u>	<u>-</u>	<u>660,670</u>	<u>-</u>	<u>17,168,981</u>
Change in Net Assets	198,076	462,573	(364,239)	-	296,410
Net Assets, Beginning of Year	<u>13,935,506</u>	<u>59,600</u>	<u>468,460</u>	<u>-</u>	<u>14,463,566</u>
Net Assets, End of Year	<u>\$ 14,133,582</u>	<u>\$ 522,173</u>	<u>\$ 104,221</u>	<u>\$ -</u>	<u>\$ 14,759,976</u>

See accompanying notes to supplementary information.

Appendix O

Literacy First Charter School

Organization Structure

June 30, 2019

Legacy First Charter School (Charter #405) was formed pursuant to Education Code 47600 under the agreement with the San Diego County Office of Education granted in June 2001.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term and Term Expiration</u>
Sal Campos	President	Permanent
Lori Ague	Secretary/Treasurer	Permanent
Priscilla Schreiber	Trustee	Permanent
Mark Ferguson	Trustee	Permanent
Richard Willis	Trustee	Permanent
Brent Watson	Trustee	Permanent

ADMINISTRATION

Debbie Beyer
Director

Jerry Keough
Business Manager

See accompanying notes to supplementary information.

Appendix O

Literacy First Charter School
 Schedule of Average Daily Attendance
 Year Ended June 30, 2019

	Second Period Report		Annual Report	
	Original 244CDE86	Revised N/A	Original F3D82F8A	Revised N/A
Classroom Based Attendance				
Grades TK/K-3	592.80	N/A	592.72	N/A
Grades 4-6	406.29	N/A	404.68	N/A
Grades 7-8	247.47	N/A	245.60	N/A
Grades 9-12	313.04	N/A	309.77	N/A
Total Classroom Based Attendance	1,559.60	N/A	1,552.77	N/A
Non-Classroom Based Attendance				
Grades TK/K-3	19.39	N/A	16.88	N/A
Grades 4-6	13.10	N/A	15.06	N/A
Grades 7-8	14.09	N/A	14.94	N/A
Total Non-Classroom Based Attendance	46.58	N/A	46.88	N/A
Total ADA	1,606.18	N/A	1,599.65	N/A

See accompanying notes to supplementary information.

Appendix O

Literacy First Charter School

Schedule of Instructional Time

Year Ended June 30, 2019

<u>Grade Level</u>	<u>Minutes Requirement</u>	<u>2018-19 Actual Minutes</u>	<u>Number of Traditional Days</u>	<u>Status</u>
Kindergarten	36,000	36,200	181	Complied
1st Grade	50,400	64,805	181	Complied
2nd Grade	50,400	64,805	181	Complied
3rd Grade	50,400	64,805	181	Complied
4th Grade	54,000	63,695	181	Complied
5th Grade	54,000	63,695	181	Complied
6th Grade	54,000	63,695	181	Complied
7th Grade	54,000	66,410	181	Complied
8th Grade	54,000	66,410	181	Complied
9th Grade	64,800	65,175	181	Complied
10th Grade	64,800	65,175	181	Complied
11th Grade	64,800	65,175	181	Complied
12th Grade	64,800	65,175	181	Complied

See accompanying notes to supplementary information.

Appendix O

Literacy First Charter School
 Schedule of Financial Trends and Analysis
 Year Ended June 30, 2019

	Budget 2020	2019	2018	2017
Revenues	\$ 17,385,294	\$ 17,465,391	\$ 16,219,818	\$ 16,509,506
Expenses	16,697,304	17,168,981	15,264,319	14,934,735
Change in Net Assets	<u>687,990</u>	<u>296,410</u>	<u>955,499</u>	<u>1,574,771</u>
Ending Net Assets	<u>\$ 15,447,966</u>	<u>\$ 14,759,976</u>	<u>\$ 14,463,566</u>	<u>\$ 13,508,067</u>
Unrestricted Net Assets	<u>\$ 15,151,556</u>	<u>\$ 14,237,803</u>	<u>\$ 14,403,966</u>	<u>\$ 13,167,720</u>
Unrestricted net assets as a percentage of total expenses	<u>90.74%</u>	<u>82.93%</u>	<u>94.36%</u>	<u>88.17%</u>
Total Long Term Debt	<u>\$ 2,561,251</u>	<u>\$ 2,839,429</u>	<u>\$ 2,718,751</u>	<u>\$ 3,009,163</u>
ADA at P2	<u>1,635</u>	<u>1,606</u>	<u>1,599</u>	<u>1,550</u>

The School's ending net assets has increased by \$1,251,909 (9%) over the past three fiscal years. The average daily attendance (ADA) reported by the School has increased by 56 (4%) over the past three years. The 2019-20 fiscal year budget projects an increase in net assets of \$687,990 (4.7%) and an increase in ADA of 29 (1.8%).

See accompanying notes to supplementary information.

Appendix O

Literacy First Charter School

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements
Year Ended June 30, 2019

June 30, 2019 annual financial alternative form net assets:	\$ 15,240,952
Adjustments and reclassifications:	
Understatement of accounts payable	<u>(480,976)</u>
Total adjustments and reclassifications	<u>(480,976)</u>
June 30, 2019 audited financial statements net assets:	<u>\$ 14,759,976</u>

See accompanying notes to supplementary information.

Appendix O

Literacy First Charter School

Notes to Supplementary Information

Year Ended June 30, 2019

A. Purpose of Schedules

Combining Statement of Financial Position

This schedule provides the information by school which combines into the School's overall statement of net position, with eliminations for activities between the schools within the School.

Combining Statement of Activities

This schedule provides the information by school which combines into the School's overall statement of activities.

Organization Structure

This schedule provides information about the schools' charter numbers, district of authorization, members of the governing board, and members of administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the schools. 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 at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether they complied with the provisions of Education Code Sections 46200 through 46206. Charter schools must maintain their instructional minutes at the 1986-87 requirements as adjusted by Education Code sections later adopted. The schools neither met nor exceeded their LCFF target.

Schedule of Financial Trends and Analysis

Budget information for 2019 is presented for analysis purposes only and is based on estimates of the 2018-19 fiscal year. The information has not been subject to audit.

This schedule discloses the School's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the School's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Forms prepared by the schools to the net assets reported in the audited financial statements.

Appendix O

Other Independent Auditors' Reports

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA



Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

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
Literacy First Charter School
San Diego, California

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 Literacy First Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Literacy First Charter School's internal control over financial reporting (internal control) to determine the 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 Literacy First Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Literacy First Charter 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. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Literacy First Charter 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 determination of financial statement amounts. 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*.

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Appendix O

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 organization'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 organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

El Cajon, California
December 15, 2019

Appendix O

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA



Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on State Compliance

To the Board of Directors
Literacy First Charter School
San Diego, California

Report on State Compliance

We have audited the Corporation's compliance with the types of compliance requirements described in the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810, that could have a direct and material effect on each of the school's state programs identified below for the fiscal year ended June 30, 2019.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit guide *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, prescribed in Title 5, *California Code of Regulations*, section 19810. 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 State's audit guide *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about each school's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Corporation's compliance with those requirements.

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In connection with the audit referred to above, we selected and tested transactions and records to determine the school's compliance with state laws and regulations applicable to the following items:

Description	Procedures Performed
Local Education Agencies Other Than Charter Schools	
A. Attendance.....	N/A
B. Teacher Certification and Misassignments.....	N/A
C. Kindergarten Continuance.....	N/A
D. Independent Study.....	N/A
E. Continuation Education.....	N/A
F. Instructional Time.....	N/A
G. Instructional Materials.....	N/A
H. Ratio of Administrative Employees to Teachers.....	N/A
I. Classroom Teacher Salaries.....	N/A
J. Early Retirement Incentive.....	N/A
K. Gann Limit Calculation.....	N/A
L. School Accountability Report Card.....	N/A
M. Juvenile Court Schools.....	N/A
N. Middle or Early College High Schools.....	N/A
O. K-3 Grade Span Adjustment.....	N/A
P. Transportation Maintenance of Effort.....	N/A
Q. Apprenticeship: Related and Supplemental Instruction.....	N/A
R. Comprehensive School Safety Plan.....	N/A
S. District of Choice.....	N/A
School Districts, County Offices of Education, and Charter Schools	
T. California Clean Energy Jobs Act.....	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
Charter Schools	
AA. Attendance.....	Yes
BB. Mode of Instruction.....	Yes
CC. Nonclassroom Based Instruction/Independent Study.....	Yes
DD. Determination of Funding for Nonclassroom Based Instruction.....	N/A
EE. Annual Instructional Minutes - Classroom Based.....	Yes
FF. Charter School Facility Grant Program.....	Yes

The term N/A is used above to mean either the school did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

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Opinion on State Compliance

In our opinion, Literacy First Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2019.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Accordingly, this report is not suitable for any other purpose.

El Cajon, California
December 15, 2019

Appendix O

Auditor's Results, Findings & Recommendations

Appendix O

Literacy First Charter School
Schedule of Auditor's Results
Year Ended June 30, 2019

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>	
Internal control over financial reporting:		
One or more material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
One or more significant deficiencies identified that are not considered material weakness(es)?	<u> </u> Yes	<u> X </u> No
Noncompliance material to financial statements noted?	<u> </u> Yes	<u> X </u> No

STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with <i>2018-19 Guide for Annual Audits of California K-12 Local Education Agencies?</i>	<u> </u> Yes	<u> X </u> No
Type of auditor's report issued on compliance for state programs:	<u>Unmodified</u>	

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Literacy First Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2019

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 *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2018-19 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

There are no findings to report.

B. State Award Findings

There are no findings to report.

Appendix O

Literacy First Charter School
Schedule of Prior Year Audit Findings
Year Ended June 30, 2019

Finding/Recommendation	Status	Explanation if Not Implemented
There were no findings reported in the prior year audit.	N/A	N/A

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