

Literacy  
First  
Charter  
Schools



*"The tree of knowledge begins with literacy."*

# Charter School Renewal Petition



*Submitted to:*

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

***Renewal Submittal Date:***

February 2, 2016

**Submitted by:**

Literacy First Charter Schools Board  
Lead Petitioner, Debbie Beyer  
619.579.7232

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**Charter Petition of the Literacy First Charter Schools K12**  
*A California Public Charter School*

**Whereas**, the governing board of the SDCOE received a valid charter petition April 11, 2001, duly signed by authorized parents or teachers and submitted pursuant to Education Code Section 47605 on appeal from a denial by the Cajon Valley Union School District, and

**Whereas**, the governing board of the San Diego County Office of Education, after holding a public hearing on **JUNE 13, 2001**, and considering the level of parent and staff support, determined that the applicants have assembled and presented a valid and meritorious charter petition; and

**Whereas**, the governing board of the San Diego County Office of Education approved the charter petition on June 13, 2001; and

**Whereas**, the governing board of the San Diego County Office of Education voted to renew the charter on [June, 2006]; and

**Whereas**, the governing board of the San Diego County Office of Education finds that the petition meets the legal requirements for renewal contained in Education Code Section 47607;

**Resolved** that the governing board of the SDCOE hereby approved and granted this renewal charter petition by a vote of 5/5 on June 13, 2011.

**Whereas**, the governing board of the San Diego County Office of Education finds that the petition meets the legal requirements for renewal contained in Education Code Section 47607;

**Resolved** that the governing board of the SDCOE hereby approves again and grants this renewal charter petition by a vote of \_\_\_\_\_ to \_\_\_\_\_ on \_\_\_\_\_.

**Be it further resolved** that this charter constitutes a binding contract upon the SDCOE and the Literacy First Charter Schools.

**Witnessed:**

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Board of Trustees

San Diego County Board of Education

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## ***AFFIRMATIONS AND ASSURANCES***

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 Schools (“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 Schools:

1. Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Shall be deemed the exclusive public school employer of the employees of Literacy First Charter Schools for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. Shall not charge tuition. [Ref. Education Code Section 47605(d)(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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
6. Shall admit all pupils who wish to attend Literacy First Charter Schools, and who submit a timely application, unless Literacy First Charter Schools receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process subject to the admissions preferences contained in the charter. Admission to Literacy First Charter Schools shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d) (2) (B). 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 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(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 in Education Improvement Act of 2004

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("IDEIA"), 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 Schools hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
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 Schools without graduating or completing the school year for any reason, Literacy First Charter Schools 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 a transcript of grades or report card, and health information. [Ref. Education Code Section 47605(d)(3)]
14. Will follow any and all other federal, state, and local laws and regulations that apply to Literacy First Charter Schools including but not limited to:
  - a. Literacy First Charter Schools 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 Schools shall on a regular basis consult with its parents and teachers regarding Literacy First Charter Schools' education programs. [Ref. Education Code Section 47605(c)]
  - c. Literacy First Charter Schools shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
  - d. Literacy First Charter Schools shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

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- e. Literacy First Charter Schools 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 Schools shall serve students with disabilities in the same manner as such students are served in other public schools.
  - g. Literacy First Charter Schools shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”) as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
  - h. Literacy First Charter Schools shall comply with the Public Records Act.
  - i. Literacy First Charter Schools shall comply with the Family Educational Rights and Privacy Act.
  - j. Literacy First Charter Schools shall comply with the Ralph M. Brown Act.
  - k. Literacy First Charter Schools 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 Schools shall comply with the Political Reform Act.
  - m. Literacy First Charter Schools 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.
  - n. Literacy First Charter Schools shall meet the requirements of Education Code Section 47611 regarding the State Teachers’ Retirement System.
  - o. Literacy First Charter Schools shall meet the requirement of Government Code Section 3540-3549.3 related to collective bargaining in public education employment.
  - p. Literacy First Charter Schools shall, if applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds.
  - q. Literacy First Charter Schools 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 Schools 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.

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- s. Literacy First Charter Schools 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 Schools is located, unless Literacy First Charter Schools 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 Schools 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**

\_\_\_\_\_  
**Date**

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## I. 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 at the LFCS Primary Academy students in K – 3<sup>rd</sup> grade. As a brand new start up charter school, Literacy First Charter Schools has seen remarkable growth and academic success for its students and families (*Detailed information may be viewed at [www.lfcsinc.org](http://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 - 8<sup>th</sup> 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 K-6.

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 Schools a K-12 community of schools; one school with multiple locations. Presently, LFCS has four locations:

- 1) Literacy First Charter Schools Primary Academy K-3 at 799 E. Washington Ave., El Cajon
- 2) Literacy First Charter Schools Junior Academy 4-8 at 1012 E. Bradley, El Cajon
- 3) Literacy First Charter Schools Liberty Academy K-6 at 698 W. Main St., El Cajon, and
- 4) Literacy First Charter Schools Liberty Charter High School at 8425 Palm St. in Lemon Grove.

The Primary and Junior Academy are housed in leased facilities. The Liberty Academy is an LFCS purchased property, 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 our high school property.



Currently the LFCS K8 program serves approximately 1300 students. The high school serves about 340 students in grades 9-12. Community demand to be enrolled at Literacy First Charter Schools K-8 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. The high school has not had to participate in a lottery yet. Each site has an academic program carefully designed to meet the specific needs of the students attending the site. Literacy First Charter Schools has the unique distinction of serving a **high English Learner population, with fully 30%** of the students being EL students and **42% qualifying** for free and reduced lunches. [While the identified percentage is 42, the knowledge is that that percentage would be higher if all eligible wanted to be identified in this category.]

With a program specifically designed to meet the academic needs of its students, Literacy First Charter Schools has seen remarkable progress. Each year student population has grown, state test results and API scores (while currently suspended) remain at 871 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 Schools 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 Schools 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 Schools 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 Schools. 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. 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 Schools, its Board of Directors,

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administrative team and community at large is submitting this petition for a Literacy First Charter Schools K-12 renewal.

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 Schools presently and consistently has offered over 15 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 Schools 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.

It is the goal of the Literacy First Charter Schools 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 Schools 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 Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(b)(1)**

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that LFCS exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix E CDE Dataquest Reports, 2012-2013):

- LFCS attained its most recent (2013) API growth target, both school wide and for all groups of pupils served by the charter school, exceeding the requirement of Education Code Section 47607(b)(1).
- LFCS achieved a statewide API rank of 8 or higher in the last two years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- LFCS achieved a similar schools API rank of 9 in the last two years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Over the prior charter term, LFCS had the following API scores:

<b>LEGAL REQUIREMENTS FOR CHARTER RENEWAL</b>	
<b>Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal</b>	
<b>Renewal Criteria</b>	<b>Criteria Met</b>
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	Yes, API is 871; API is over 800, no growth target required
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; 2012 rank of 9, 2013 rank of 8
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	Yes; 2012 and 2013 rank of 9
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Not Applicable
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.	Not Applicable

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(Source: CDE DataQuest, accessed January 22, 2016)

\*Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupil’s schoolwide and among significant groups.

LFCS clearly meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” as allowed per Education Code Section 52052(e)(4)(A).<sup>9</sup>

The California Department of Education (“CDE”) published the following chart,<sup>1</sup> which summarizes available state level API data in order to analyze “the most recent API calculation,” including data for charter schools subject to renewal in the 2015-16 school year and how such data shall be used in charter renewal determinations pursuant to Education Code Section 47607(b).

Year	API Growth	Assessment Data	School Rankings
2015-16 School Year	871	See complete data in Appendix D	9

Analysis of Charter Renewal Criteria – Schoolwide

As seen in the CDE chart above, in the 2015-2016 school year (the year that LFCS’ charter renewal petition will be considered), the CDE directs us to evaluate LFCS’ “2013 Growth API as most recent,” and “use 2012 and 2013 rankings for 2 of last 3 years.”

LFCS’ API growth score in 2013 exceeds the statewide performance target of 800 in the prior year. In 2013, the API growth score was 871 and the school has met its API growth target since the school’s API growth score is above the statewide performance target of 800 in the 2012 base. Moreover, for the last two years, LFCS had a statewide API rank of 9 in 2012 and 8 in 2013, and a similar schools rank of 9 in 2012 and 10 in 2013. Therefore, LFCS has exceeded the charter renewal standards of Education Code Section 47607(b) by meeting not just one, but three of the charter renewal criteria, and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

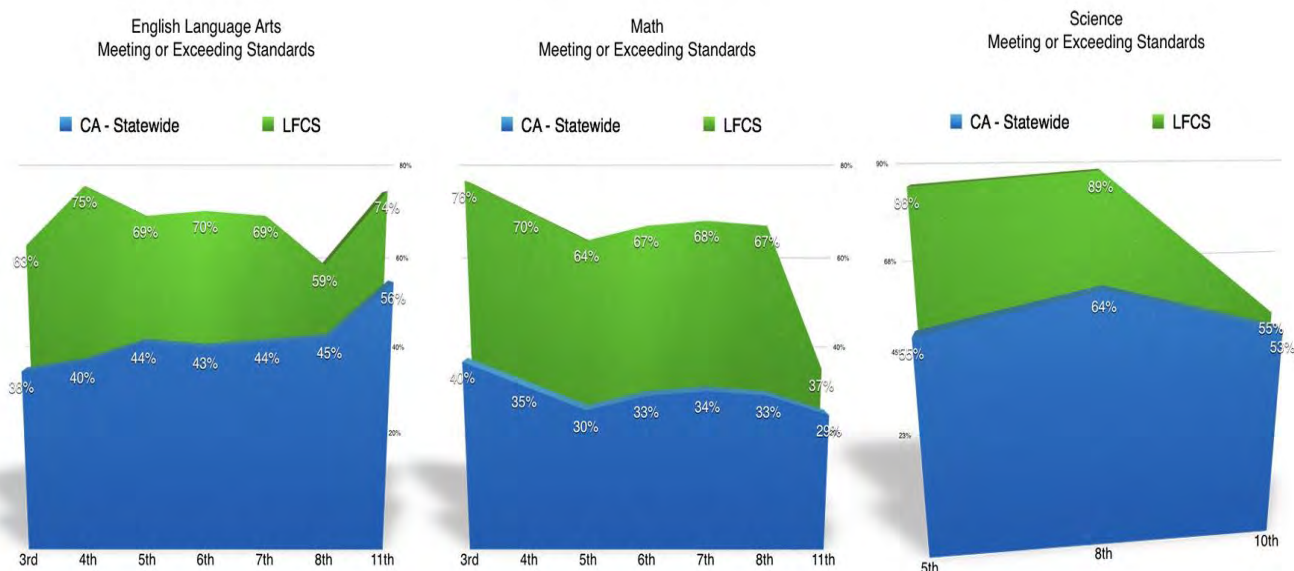
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<sup>1</sup> See CDE Charter Renewals FAQs, Section 11, *Academic Performance Determinations for Charter Renewal*, available at: <http://www.cde.ca.gov/sp/cs/re/csfaqsect11.asp>.

## Additional Justification for Charter Renewal

The graphic below visually illustrates the LFCS Smarter Balance test data by grade level in comparison to the state scores. LFCS students out - perform the average state scores in every subgroup and grade level in math, language arts and science. Specific sub group data is in Appendix D.

Comparative Data: Smarter Balance Test Results 2014-2015



## Analysis of Charter Petition Criteria – Student Subgroups

Education Code Section 47607(a) (3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a) (3) (B)) as the most important factor in determining whether to grant a charter renewal.

In the last two years, 2012 and 2013, LFCS had five numerically significant student subgroups – Asian, Hispanic/Latino, White, Socioeconomically Disadvantaged, and English Learners. Numerically significant student subgroup API performance data is demonstrated in the tables below:

<b>2012-2013 API Growth Scores: Significant Student Subgroups</b>				
<b>Subgroup</b>	<b>Numerically Significant in Both Years?</b>	<b>2013 API Growth</b>	<b>API Growth Target (Actual Growth)</b>	<b>Met Student Group's Growth Target?</b>
Asian	Yes	824	A (-21)	Yes
Hispanic or Latino	Yes	831	A (-37)	Yes
White	Yes	909	A (-25)	Yes
Socioeconomically Disadvantaged	Yes	823	A (-27)	Yes
English Learners	Yes	825	A (-16)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in the 2012 Base. (Source: CDE DataQuest, accessed January 22, 2016.)				

<b>2011-2012 API Growth Scores: Significant Student Subgroups</b>				
<b>Subgroup</b>	<b>Numerically Significant in Both Years?</b>	<b>2012 API Growth</b>	<b>API Growth Target (Actual Growth)</b>	<b>Met Student Group's Growth Target?</b>
Asian	Yes	845	A (+23)	Yes
Hispanic or Latino	Yes	864	A (+4)	Yes
White	Yes	935	A (+7)	Yes
Socioeconomically Disadvantaged	Yes	849	A (+3)	Yes
English Learners	Yes	841	A (+8)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in 2012. (Source: CDE DataQuest, accessed January 22, 2016.)				

LFCS' student subgroups have demonstrated API growth scores over 800 for the last two years. All subgroups have also scored high enough that they have not been assigned a growth target and are noted to have met their growth target for each year.

Thus, LFCS' outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a) (3).

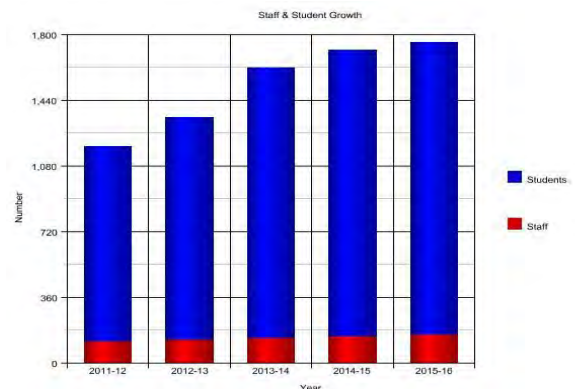
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## **MANAGEMENT TEAM**

Over the past 15 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 15 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 Executive Director and principal of Literacy First Charter Schools, 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 CFO 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 Schools.

Debbie and Jerry are the original lead team and remain as the administrative team that guide and direct Literacy First Charter Schools. Additionally, Assistant Principals, Victor Kempsey, Gail Stroben and Jamie Pro have been added as admin to our K8 sites and a Vice Principal, Steve Robinson, is at the high school. Linn Dunton is the Athletic Director for all sports programs 7-12. 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 Schools, Board of Directors, 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 250 years with 90 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 will be added to this team as LFCS expands.



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## II. EDUCATIONAL PHILOSOPHY AND PROGRAM

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> 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(b)(5)(A)(i).*

*Governing Law: A description, for the charter school, of annual goals, 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, or the nature of the program operated, by the charter school, 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(b)(5)(A)(ii).*

*Governing Law: If the proposed school will serve high school pupils, a description of 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(b)(5)(A)(iii).*



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## **LITERACY FIRST CHARTER SCHOOLS K-12 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* 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 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.

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## ***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***

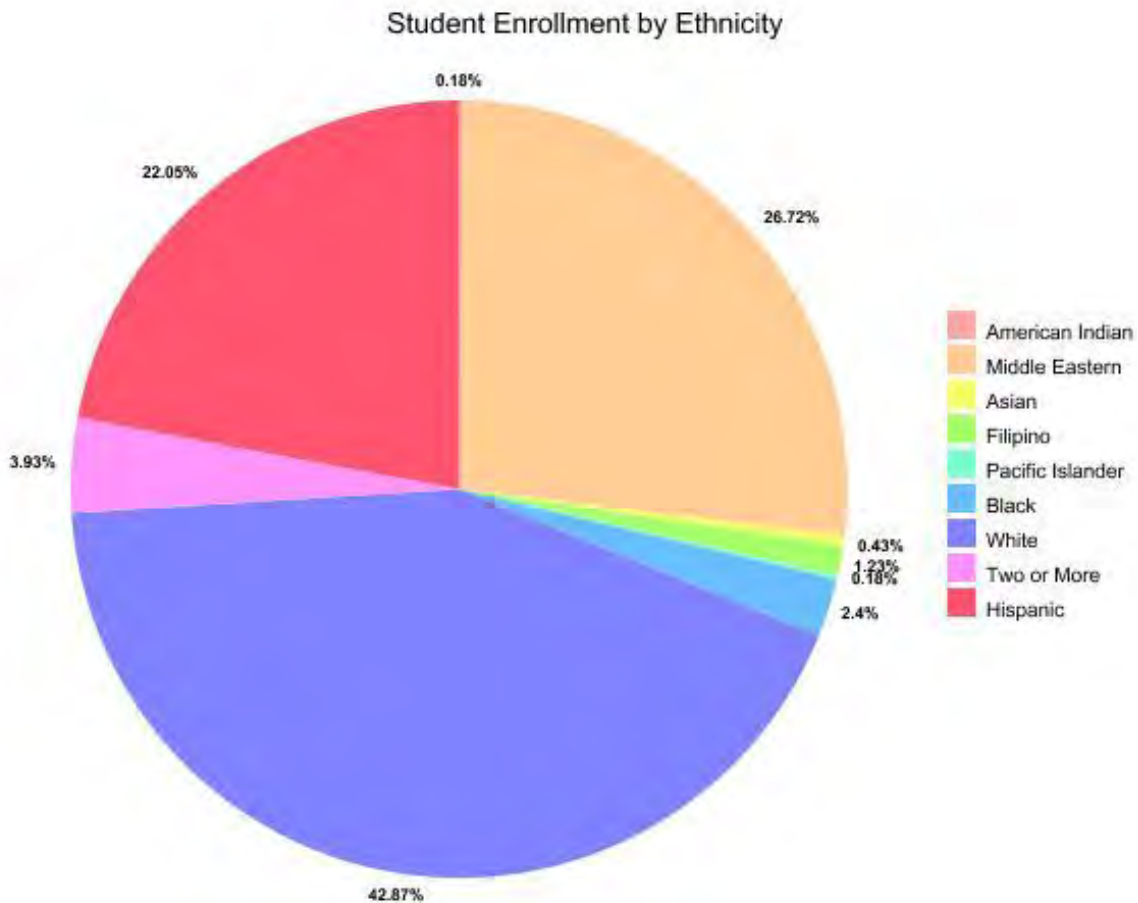
It is our goal to create educated students who will attain their highest potential. Being an educated person in the 21<sup>st</sup> century begins with a high competency in literacy and continues with a love of knowledge and the acquisition of skills which are required if one is to become a lifelong 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 Schools has a clearly defined mission to meet the literacy needs of all students who enroll. Literacy First Charter Schools 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 33% of the students of LFCS are identified as EL. Additionally, the following factors may affect the make-up of the student body (see Appendix E for a more thorough look at LFCS test scores).

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.



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

##### ***#1 – NON-TRADITIONAL STRUCTURE***

The objective is to create small communities where experimentation and creativity can flourish and children are known. Charter developers have five biases associated with structure surrounding literacy issues:

1. Students enjoy an educational environment with flexible-grouping arrangements. Groupings may be based on ability, as well as interest and skill levels.
2. To facilitate student/teacher interaction: 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 possible with funding issues).
3. 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.
4. Parent education opportunities: 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. Integrating other core 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 will also utilize 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.

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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). 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 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. 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. & Miles, M. (1992) subscribe to time for teachers to collaboratively plan for reform. Fruchter, N., Galletta, A., & White, J. (1992) suggest various parent involvement strategies and training to help involve parents in school-based management. 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

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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. 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 content teams to provide maximum educational benefit for our students

and our educational program.

Through the teacher evaluation 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 will be encouraged to observe one-another for critical feedback. Teachers are encouraged to observe one another in action as well as visit other teachers in order to glean best practices for the benefit of all students. Regular observations from team members, admin and lead teachers 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.

#### **#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.

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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 *Websense 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 K8 has access to their own set of books. Additionally, at the high school there is both a lab for students to use as needed, and Chrome book carts that are available as teachers sign them out for specific projects. Particular classroom have their own set of laptop 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. 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 uses both Facebook and a Twitter feed to communicate with our parents and community at large.

#### **SUPPORTING RESEARCH**

The Literacy First Charter Schools 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.

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***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 Senior Academy from 9 – 10<sup>th</sup> grade 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 9-10<sup>th</sup> grades.

The Senior Academy (11-12 grades) will be a more individualized program where students will take a variety of



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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.

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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 Schools 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 *California State Common Core standards*. The LFCS team is aware that periodically state standards are updated or revised and is aware of the current transition to the common core standards. It is the intent of this charter to align instruction to the most current set of standards available. Standards along with current assessment data are the factors that drive instruction at LFCS. Clearly as standards change, curriculum must as well. However, realistically given the present economic climate, it is not realistic to assume that new curriculum will follow as often as 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. 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 15 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 common core 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 as was a new writing program for K-8. It is anticipated that over the next 18 months new ELA curriculum will be purchased as will new or ancillary science curriculum for K-12. At the high school level LFCS is planning to implement an integrated mathematics pathways program.

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

<b>K-8 Curriculum</b>				
<i>Title</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Grades Using</i>	<i>State Adopted Text</i>
<b>Language Arts Curriculum</b>				
Open Court Reading	McGraw Hill	2002	Kindergarten – 5 <sup>th</sup>	Yes
Winston Grammar	Precious Memories Educational Resources	2007	4 <sup>th</sup> – 6 <sup>th</sup> , Resource	
Lucy Calkins Writing	Heinemann	2015	K-8 <sup>th</sup>	
Handwriting Without Tears	Handwriting Without Tears		Kindergarten – 4 <sup>th</sup>	
Language of Literature	Holt McDougall	2002	6 <sup>th</sup> – 8 <sup>th</sup>	Yes
Grammar	McDougall Littell		6 <sup>th</sup> – 8 <sup>th</sup>	
Keyboarding without Tears	Handwriting without Tears	2015	K – 5 <sup>th</sup>	
A-Z / Raz Kids	Software		K – 2 <sup>nd</sup>	
Big English – CELDT	Pearson’s		Levels 1/2	
Language Central -CELDT	Pearson’s		Levels 3-5	
<b>Mathematics Curriculum</b>				
<i>Title</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Grades Using</i>	<i>State Adopted Text</i>

Everyday Mathematics	McGraw Hill	2014	Kindergarten – 5 <sup>th</sup>	Yes
Connected Mathematics	Pearson/ Prentice Hall	2015	6 <sup>th</sup> – 8 <sup>th</sup>	No
<b>Social Studies/History Curriculum</b>				
<i>Title</i>	<i>Publisher</i>	<i>Copyright Date</i>	<i>Grades Using</i>	<i>State Adopted Text</i>
Social Studies Unite	McGraw Hill		Kinder	Yes
Social Studies Alive	Teachers Curriculum Institute	2010, 2003, 2001	1 <sup>st</sup> – 5 <sup>th</sup>	No
History Alive	Teachers Curriculum Institute	2006, 2004	6 <sup>th</sup> – 8 <sup>th</sup>	Yes
<b>Science Curriculum</b>				
<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 <sup>th</sup>	Yes
Prentice Hall: Science Explorer	Prentice Hall	2009	7 <sup>th</sup> – 8 <sup>th</sup>	Yes
California Focus on Earth Science	Prentice Hall	2009	6 <sup>th</sup>	Yes
<b>Art Curriculum</b>				
Arts Attack	Davis Art Art Everywhere			
<b>PE Curriculum</b>				
Spark as resource/ PE Standards & Framework	Spark			

## *High School Curriculum*

Standard English 9	Language of Literature	2006	McDougal Littell
	Stuck in Neutral	2000	Harper Collins
	The House on Mango Street	1991	Vintage Books
CP English 9	Language of Literature	2006	McDougal Littell
	Stuck in Neutral	2000	Harper Collins
	Picture Bride	1987	Univ. Washington Press
Honors English 9	The Language of Literature	2006	McDougal Littell
	The House on Mango Street	1991	Vintage Books
	The Autobiography of Jane Pittman	1971	Bantam Books
	Grammar, Usage, and Mechanics Book	2006	McDougal Littell
	Mythology	1969	Grand Central Publishing
Standard English 10	Literature	2009	McDougal Littell
	Animal Farm	1946	Signet
	To Kill a Mockingbird	1960	Harper Collins
	Grammar for Writing	2009	McDougal Littell
CP English 10	Literature	2009	McDougal Littell
	Animal Farm	1946	Signet
	To Kill a Mockingbird	1960	Harper Collins
	Grammar for Writing	2009	McDougal Littell
Honors English 10	Literature	2009	McDougal Littell
	Animal Farm	1946	Signet
	To Kill a Mockingbird	1960	Harper Collins
	Grammar for Writing	2009	McDougal Littell
Standard English 11	Literature American Literature	2008	McDougal Littell
	The Great Gatsby	2004	Scribner
CP English 11	Literature American Literature	2008	McDougal Littell
	Adventures of Huckleberry Finn	1994	Dover Thrift Editions
	The Great Gatsby	2004	Scribner
AP English Language and Comp.	Language of Composition	2013	Bedford/St. Martin's
Standard English 12	Literature British Literature	2012	Holt McDougal
CP English 12	Literature British Literature	2012	Holt McDougal
	Hamlet	2012	Folgers
	Frankenstein	2000	Signet

AP English Literature and Comp.	Literature & Composition: Reading, Writing, Thinking	2010	Bedford/St. Martin's
	Voice Lessons	2000	Maupin House
Standard Math Literacy	Connected Mathematics 3 Grade 6	2014	Pearson
Standard Pre-Algebra	Connected Mathematics 3 Grade 8	2014	Pearson
Standard Algebra A	Algebra 1	2007	McDougall Littell
Standard Algebra B	Algebra 1	2007	McDougall Littell
CP Algebra I	Algebra I	2007	McDougall Littell
Standard Foundations of Geom.	Geometry	2007	McDougall Littell
CP Geometry	Geometry	2007	McDougall Littell
Honors Geometry	Geometry	2007	McDougall Littell
CP Algebra II	Algebra 2	2007	McDougall Littell
Honors Algebra II	Algebra 2	2007	McDougall Littell
CP College Readiness Math	Algebra and Trigonometry for College Readiness	2011	Pearson
Honors Pre-calculus	Pre-Calculus 8th edition	2011	Pearson
AP Calculus AB	Calculus AP edition	2012	Pearson
CP World Geography	Geography Alive	2006	Teachers' Curriculum Inst.
AP Human Geography	The Cultural Landscape 11th edition	2014	Pearson
CP World History	Human Legacy: Modern Era	2008	Holt Rinehart Winston
AP World History	Ways of the World 2nd edition	2013	Bedford St. Martins
CP US History	History Alive! Pursuing American Ideals	2008	Teachers' Curriculum Institute
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
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	2015	HHMI

	educational resources		
	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	Microsoft IT Academy	2010	Microsoft
Technology II	Microsoft IT Academy	2010	Microsoft
AP Computer Science A	Edhesive Online Curriculum and Support	2015	Edhesive
ELD Reading Fluency	REWARDS	2000	Sopris West
ELD Reading Comprehension	SRA Specific Skills Series	1997	SRA/McGraw-Hill
ELD Reading Comprehension	Longman Academic Reading Series	2014	Pearson
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	Spark	2011	SDSU Foundation; School Specialty Physical Education & Wellness
Senior Exhibition	The Craft of Research	2008	The Univ. of Chicago Press
Student Government	Attitude 101: What Every Leader Needs to Know	2003	Thomas Nelson Inc

Yearbook	Waldsworth yearbook template and tutorials	2015	Waldsworth
Poetry and Creative Writing	Write Beside Them	2008	Heinemann
Gardening	The New Sunset Western Garden Book	2012	Time Home Entertainment Inc
Life Skills	Hands on activities		
Electronics	Arduino: Open Source Electronics Prototyping Platform	2014	Maker Media Inc.
Internship	EverFi on-line financial literacy course and assessment	2015	EverFi-Financial Literacy
Drama	Various on-line resources		
	Production scripts for each year's performance		

Using the new common core 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 (“NGSS”) 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 will be 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.



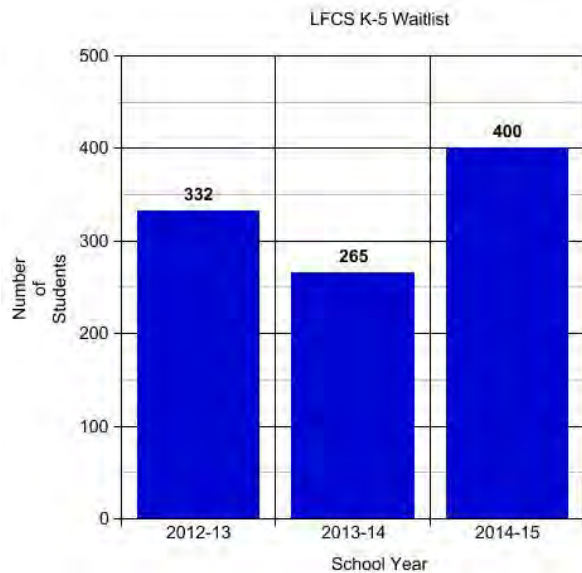
### **GRADE LEVEL ENROLLMENT**

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

#### **K – 12 ENROLLMENT**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
Grade	# of Students	Grade	# of Students	Grade	# of Students	Grade	# of Students	Grade	# of Students
Kdg	146	Kdg	153	Kdg	150	Kdg	153	Kdg	153
1 <sup>st</sup>	125	1 <sup>st</sup>	154	1 <sup>st</sup>	153	1 <sup>st</sup>	154	1 <sup>st</sup>	151
2 <sup>nd</sup>	132	2 <sup>nd</sup>	133	2 <sup>nd</sup>	155	2 <sup>nd</sup>	152	2 <sup>nd</sup>	153
3 <sup>rd</sup>	132	3 <sup>rd</sup>	132	3 <sup>rd</sup>	130	3 <sup>rd</sup>	153	3 <sup>rd</sup>	154
4 <sup>th</sup>	139	4 <sup>th</sup>	139	4 <sup>th</sup>	140	4 <sup>th</sup>	140	4 <sup>th</sup>	142
5 <sup>th</sup>	137	5 <sup>th</sup>	140	5 <sup>th</sup>	140	5 <sup>th</sup>	140	5 <sup>th</sup>	139
6 <sup>th</sup>	140	6 <sup>th</sup>	139	6 <sup>th</sup>	138	6 <sup>th</sup>	135	6 <sup>th</sup>	139
7 <sup>th</sup>	146	7 <sup>th</sup>	131	7 <sup>th</sup>	82	7 <sup>th</sup>	128	7 <sup>th</sup>	121
8 <sup>th</sup>	114	8 <sup>th</sup>	123	8 <sup>th</sup>	123	8 <sup>th</sup>	75	8 <sup>th</sup>	123
9 <sup>th</sup>	69	9 <sup>th</sup>	91	9 <sup>th</sup>	79	9 <sup>th</sup>	87	9 <sup>th</sup>	104
10 <sup>th</sup>	66	10 <sup>th</sup>	71	10 <sup>th</sup>	102	10 <sup>th</sup>	72	10 <sup>th</sup>	88
11 <sup>th</sup>	58	11 <sup>th</sup>	63	11 <sup>th</sup>	64	11 <sup>th</sup>	90	11 <sup>th</sup>	69
12 <sup>th</sup>	51	12 <sup>th</sup>	52	12 <sup>th</sup>	55	12 <sup>th</sup>	48	12 <sup>th</sup>	72
<b>Total Enrollment:</b> 1455		<b>Total Enrollment:</b> 1521		<b>Total Enrollment:</b> 1514		<b>Total Enrollment:</b> 1524		<b>Total Enrollment:</b> 1606	

Current student/teacher ratios are: in grades K-3, 22:1, 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 Schools 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(l). Every teacher in Literacy First Charter Schools will hold additional certification or be in training for any additional certification necessary for teaching English Language Learners, i.e. CLAD. These documents will be maintained on file at Literacy First Charter Schools 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 180-185 student days and an additional 8 professional development days for its teachers. 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 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.

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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.

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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.

### ***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 11<sup>th</sup> and 12<sup>th</sup> 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(b)(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) 1<sup>st</sup> -5<sup>th</sup> graders scoring below grade level expectation on the Rigby reading assessment 2) 3<sup>rd</sup>-8<sup>th</sup> graders performing "below standard" on the state testing 3) students identified as "at risk" using our quadrant kids identification measure, 4) students

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performing poorly in general in the classroom, and 5) students scoring below expectation on the Scantron testing done quarterly.

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

1) The “Everyone a Reader” program for 1 – 3 grades. Students involved in this program are identified as the least proficient in the area of reading. A volunteer is trained to work with these students weekly.

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 RtI 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 a “Teach me” sheet (*see Appendix C*) provides specific and direct guidance to the intervention assistant. 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 this 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, either Open Court or McDougall Little.

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 2-6<sup>th</sup> 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.

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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 SCANTRON Performance series which 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 SCANTRON 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 level, LFCS has developed a similar “academy” program as the high school. During this time students 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 RtI strategy 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 well as math classes to tutor struggling students or advance students wishing to take advanced math classes.

### ***ENGLISH LEARNERS***

Literacy First Charter Schools is committed to working in concert with administrators, teachers, support staff, school staff, community members, students, and parents to provide the most

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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 Schools (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 California English Language Development Test (CELDT), is currently administered to determine English language proficiency skills. The CELDT 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 CELDT 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 CELDT. To be considered *reasonably fluent*, a student must score at the Early Advanced level or higher with sub-skill areas at the Intermediate level or higher. If the child is *reasonably fluent* in English by these criteria, the student will be identified as an Initial Fluent English

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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 within *90 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 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 CELDT 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



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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

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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 CELDT score: Early Advanced (level 4) or Advanced (level 5)
  - Sub-skills at CELDT 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
- 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	<b>Emerging English Learners</b> <ul style="list-style-type: none"> <li>CELDT Level 1 (Beginning)</li> <li>CELDT Level 2 (Early Intermediate)</li> <li>CELDT Level 3-low (Intermediate)</li> </ul>	<ul style="list-style-type: none"> <li><b>Designated ELD: ADDITIONAL</b> 30–60 daily minutes (K–8th); with school adopted ELD materials and supplementary materials</li> <li><b>Access to core:</b> differentiated instruction in reading, writing, mathematics, social studies, and science with Specially Designed Academic Instruction in English (SDAIE) strategies and materials</li> <li><b>Art, Music, P.E.:</b> mixed groups with ELs, R-FEPs, I-FEPs, EOs</li> <li><b>Primary Language Support</b> to motivate, clarify, direct, support, explain</li> </ul>	<p>BCLAD preferred in Level 1 or CLAD or SB1969/395, AB2913 (Hughes) or equivalent</p> <p>BIG English, Rigby On Our Way to English, Open Court ELD Components, school adopted LA curriculum components, other supplemental materials</p>
	<b>Expanding English Learners</b> <ul style="list-style-type: none"> <li>CELDT Level 3-high (Intermediate)</li> </ul> <b>Bridging English Learners</b> <ul style="list-style-type: none"> <li>CELDT Level 4 (Early Advanced)</li> <li>CELDT Level 5 (Advanced)</li> </ul>	<ul style="list-style-type: none"> <li><b>Designated (30+min daily) and Integrated ELD:</b> with school adopted ELD materials and supplementary materials across disciplines</li> <li><b>Access to core:</b> differentiated instruction in reading, writing, mathematics, social studies, and science with Specially Designed Academic Instruction in English (SDAIE) strategies and materials</li> <li><b>Art, Music, P.E.:</b> mixed groups with ELs, R-FEPs, I-FEPs, EOs</li> <li><b>Primary Language Support</b> to motivate, clarify, direct, support, explain</li> </ul>	<p>BCLAD, CLAD 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	<b>All levels of English Learners</b> <ul style="list-style-type: none"> <li>CELDT Levels 1–3 (Beginning, Early Intermediate and Intermediate)</li> <li>CELDT Levels 4 &amp; 5 may continue if needed</li> </ul>	<ul style="list-style-type: none"> <li><b>Designated (30+min daily) and Integrated ELD:</b> with school adopted ELD materials and supplementary materials across disciplines</li> <li><b>Access to Core:</b> 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.</li> <li><b>Art, Music, P.E.:</b> mixed groups with ELs, R-FEPs, I-FEPs, EOs</li> </ul>	<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.

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## ***SPECIAL EDUCATION***

LFCS shall be categorized as a public school of the County in accordance with Education Code Section 47641(b). As such, for the purposes of Special Education only, the San Diego County Office of Education (COE) shall serve as its LEA. This arrangement, which is further detailed in a separate memorandum of understanding (“MOU”) with the COE, provides the legal framework for the LFCS K-8 to join the South County SELPA and for the high school to join the East County 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 in Education Improvement Act (“IDEIA”).

LFCS will use the SDCOE digital reporting forms and will report annually using the CASEMIS report. LFCS will abide by the most current federal Individuals with Disabilities in Education Improvement Act (IDEIA) 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/IDEIA 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 non-disabled 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 Schools more latitude of response in meeting all students’ needs. The use of a school-developed

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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 program (RtI) will be developed for the child. (See Appendix C) The RtI 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. Only after an RtI has been implemented through all tiers should a student 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 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, SDCOE special education staff will work with LFCS special education staff for a non-public education placement or for services needed that would address mental health services.

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 (IEP) mandates. The reports from resource specialists shall include meeting dates with parents as scheduled on the IEP.

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Special education personnel on-site at LFCS will always be working as a team with the school's teachers, parents, and administrators. The School Principal 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 (IEP) or a 504 plan. Students eligible for services who reside outside of the SELPA will be served as needed.

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 Schools. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Literacy First Charter Schools.

A 504 team will be assembled by the Principal 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 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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:

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- 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 IDEIA, a referral for assessment under the IDEIA 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 InterSELPA process for students up to the age of their 21st year.

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## ***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 citizen 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 Schools 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 results of a baseline assessment, administered by the TC a customized Individualized Academic Program (IAP) will be developed specifically targeting the learning goals of the student. Using the IAP as a framework, parents will be given a Pacing Guide (PC) that will guide them through the first month of instruction while identifying long term and short term learning goals. Along with the IAP and PC, 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 Aventa, Razz Kids, and Khan Academy. Freedom Academy will also provide an Online Management Platform designed to give parents access to webinars, discussion forums, additional curriculum resources, student progress reports, and TC Support.

TC’s will communicate weekly through phone calls, emails, video conference, and/or home visits to ensure the parents and students have support necessary to follow the PC and IAP. While assignments will be collected every 14 days, at the end of the 20 day (month) Observation Period, parents and students will conference with the TC to review their progress. Upon confirmation, the review times may be changed to quarterly progress conferences while maintaining weekly contact with the assigned TC. In addition to the quarterly reviews, lab hours will be available weekly to offer additional support to students. Weekly as the Freedom Academy develops mini-courses may be offered to students and parents. These courses will be taught by credentialed teachers and will focus on specific content areas, standards, skillsets, and enrichment. Parents will be offered labs simultaneously for professional development. A monitoring progress folder 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 need, student modality, student skill levels and family lifestyles. A hard copy of the student’s lessons will be kept or the online platform will maintain the record keeping. Student sample work will be collected regularly to verify that the student is meeting the IAP goals.



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### **School Calendar and School Times**

In theory the students at Freedom Academy will follow the Literacy First Charter Schools calendar, however, with the freedom of a home based learning program the ability to have a flexible calendar is reality. TC's will monitor the progress of students through completion of their PC's and IAP's to ensure standards are being met and minimum time requirements are verified.

A student attendance log will be kept to verify time on task and assignments completed to justify school attendance. TC's will collect this data from parents during review conferences.

### **Extracurricular Activities**

Afterschool 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 on site tutoring at the Freedom Resource Center, tutoring in the home, small group intervention for a particular skill, specific online support through programs like Khan Academy and Raz Kids and/or enrichment support through specific elective classes offered by the Resource Center 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

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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 MOU with the San Diego County Office of Education, and all applicable state and federal laws.

As a program of Literacy First Charter Schools, for purposes of special education, Freedom Academy shall also comply with all SDCSS, South County SELPA policies, procedures and other requirements regarding special education. LFCS shall obtain all SDCSS and SELPA Policies, Procedures and Forms regarding special education. At least annually, and as further required by SDCSS, LFCS shall be responsible for reviewing the Policies, Procedures, and Forms with all Liberty Academy staff, including explanation of any updates or revisions thereto. The LFCS will collaborate with SDCSS special education staff in developing training and may request their assistance in preparing such. LFCS, however, shall be solely responsible for preparation of materials, for conducting staff reviews annually, and ensuring Liberty Academy staff understands special education Policies, Procedures and Forms.

#### **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 Schools 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 Schools 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 semester (or any subsequent semester 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 generally 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

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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 an online record keeping platform 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.

## **III. MEASURABLE STUDENT OUTCOMES, ASSESSMENTS AND OTHER USES OF DATA**

*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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(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(b)(5)(C).*

The curriculum used at LFCS is in a variety of phases becoming “common core” compliant. Curriculum teams are working their way through the changes in program due to the implementation of the common core standards in California. Due to lack of available adequate materials, cost of major implementation and training necessary to implement new programs and curriculum the updating of curriculum will take a lengthy period of time to completely accomplish. It is our position that we will not purchase materials in their first publishing due to

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the changing face of common core and the publisher errors that have been evident as we have previewed new materials. 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(b)(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 (i.e., 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, CELDT 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

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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.

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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, CELDT, etc.)*
- *Other Standardized Tests: PSAT annually beginning in 10<sup>th</sup> grade, AP tests, etc.*
- *Traditional Classroom Assessments: Quizzes, essays, projects and exams are delivered regularly in classes.*
- *SCANTRON Performance series 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 e 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 RtI, EL and Academy students 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. This particularly pertains to courses in the fine arts or sports area.

Assessment	Grade levels	Type of test	Administered
<i>Rigby Testing</i>	<i>1-5 Academy as needed</i>	<i>Reading level</i>	<i>Quarterly Baseline as needed</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 <sup>rd</sup> 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 now 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>CELDT ELPAC</i>	<i>K-12, EL Non- reclassified students</i>	<i>English Language Fluency</i>	<i>Annually</i>
The CELDT test as other state testing is in transition this year. It is anticipated that there will be a new measure this year with a new name that will be introduced over the next two years. This 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>SCANTRON</i>	<i>2<sup>nd</sup> - 12<sup>th</sup></i>	<i>Online, reading language arts and math Academy students</i>	<i>Quarterly As needed to show student progress for academy leveling</i>

SCANTRON's Performance Series is an online, standards-based assessment that uses an innovative computer-adaptive model to help target the instructional level of each student and provide valid and reliable diagnostic assessment data. The adaptive nature of the test adjusts question difficulty based on the previous answer. When students answer questions correctly, the test engine increases item difficulty to appropriately challenge the student. When a student answers incorrectly, the test engine decreases item difficulty to lower level skills. Once the test has been completed, it provides a portrait of the student's abilities. The results are available immediately online by student, class, school and district allowing for immediate instructional use in the classroom and beyond. The SCANTRON format provides a bank of resources that provide teachers resources to identify what state standards are not being met. From this information a bank of resources are available which may be developed to remediate or differentiate instruction in order for students to be re-taught concepts missed or requiring further instruction for success. Because state tests are not adaptive, Performance Series offers a floor to ceiling effect, providing a picture of growth no matter where students are leveled. LFCS uses this testing platform in language arts, reading and math.

SCANTRON Achievement Series provides a rich bank of test items that can be content specific. These assessments can be used as benchmarking tools for 6-12 grade content courses. These banks are used particularly for 9-12 grade classes.

<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>
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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>
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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<sup>th</sup> 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 participate 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>
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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>10<sup>th</sup> grade</i>	<i>Future college and career planning</i>	<i>Annually, 10<sup>th</sup> grade</i>
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This test is done through our 10<sup>th</sup> 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>9-12<sup>th</sup> grades</i>	<i>Reading fluency, comprehension, benchmarking</i>	<i>Fall, Annually</i>	<i>Spring</i>
Gates-MacGinitie reading assessment. This test is given to all general education 9 <sup>th</sup> , 10 <sup>th</sup> , and 12 <sup>th</sup> grade students. 9 <sup>th</sup> and 10 <sup>th</sup> graders take it in the fall and 12 <sup>th</sup> 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 Scantron program to assess students, 2<sup>nd</sup> - 8<sup>th</sup> 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. The Rigby Reading test is used for K-5<sup>th</sup> grade students to establish reading levels and progress. This provides common language across the grade levels. 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 did remarkably well in comparison to students in the district and state as a whole. This we attributed to two factors: 1) Use of the scantron testing 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.

Nonetheless, as a result of the last state testing using the common core standards, grade level teams met and developed a strategy of more closely aligning standards to curriculum and noting what parts of the test scores are the weakest. Each grade level has developed an action plan for increasing test scores for next year and addressing the areas of low or weakest scores in particular by teacher and student.

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.

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 2014-15	Assessment tools
Student Conduct	<ul style="list-style-type: none"> <li>Average daily attendance rate of 95%</li> <li>Tardy rate will not exceed 3.5% yearly</li> <li>Suspensions/expulsions will not exceed 5%</li> </ul>	<ul style="list-style-type: none"> <li>Average daily attendance rate is 96.5%</li> <li>Tardy rate is 0.9% greater than 10 minutes.</li> <li>Suspensions/expulsions are less than 5%.</li> </ul>	<ul style="list-style-type: none"> <li>Student Information Reporting</li> <li>In-house records</li> </ul>
Parent Involvement	<ul style="list-style-type: none"> <li>90% will attend ongoing parent- teacher conferences during the year</li> <li>75% will attend at least two parent activities during the academic year</li> <li>Participation of parents with their children will increase each year until 90% are involved</li> </ul>	<ul style="list-style-type: none"> <li>99% attended parent – teacher conferences.</li> <li>89% attended activities during the school year.</li> <li>Met with goal to continue to growth.</li> </ul>	<ul style="list-style-type: none"> <li>In-house data</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>100% attendance at the annual one-week retreat prior to school opening</li> <li>Multiple, regular in-service opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory requirement of employment.</li> <li>Professional learning communities thriving.</li> </ul>	<ul style="list-style-type: none"> <li>In-house data</li> </ul>

***ALIGNMENT OF OUTCOMES TO THE EIGHT STATE PRIORITIES***

Pursuant to Education Code Section 47605(b)(5)(B), LFCS’ school-wide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated by LFCS, and methods for measuring progress, can be found in LFCS’ LCAP. The current LCAP is on file with the County and is also available in Appendix B.

**IV. GOVERNANCE STRUCTURE**

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

***LEGAL STATUS: NON-PROFIT PUBLIC BENEFIT CORPORATION***

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Literacy First Charter Schools 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 Schools 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 Schools 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 Schools. Pursuant to Education Code Section 47604(c), the County shall not be liable for the debts and obligations of Literacy First Charter Schools, 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 Schools, as long as the County has complied with all oversight responsibilities required by law.

### ***CONFLICT OF INTEREST***

Literacy First Charter Schools shall comply with Government Code Section 1090 *et seq.* and the Political Reform Act. The Literacy First Charter Schools Board of Directors has adopted and maintains a Conflict of Interest Code that complies with the Political Reform Act 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 Directors and shall not make, participate in making, or in any way attempt to influence a decision in which he/she has a financial interest. Further, the Board of Directors 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 Schools 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 Schools 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 Schools employees (as opposed to the San Diego County Board of Education) for collective bargaining purposes. Literacy First Charter Schools 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 Schools. 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 Schools are subject to the California Public Records Act.

### ***BOARD OF DIRECTORS***

Literacy First Charter Schools is governed by a Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the

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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(b), the County may appoint a representative to sit on the Board of Directors.

The Board of Directors' 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 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 Financial Officer and Principals from each site may attend staff meeting and provide information as needed to the Board regarding specific educational and school matters. They will not be members sitting on the Board. Literacy First Charter Schools shall comply with the Brown Act.

### ***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 Schools, parent support was evident in the number of petition signatures gathered in support of the development of the charter. After 15 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 Directors and provide support and resources to the school and staff. The PTLC operates under the guidelines of by-laws which include procedures for dispute resolution involving students, parents, and staff.

Additionally, the District English Learners Advisory Committee (DELAC) provides input regarding the EL 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).

At the high school level there is a developing Booster Club that supports extra-curricular programs supporting sports and the arts. This group is comprised of interested parents and community members. The athletic director serves as their liaison with the administrative team.

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Along with the PTLC, the DELAC and the Booster Club sponsor school activities and classroom special activities. Meetings of all committees are open to the public, minutes are recorded and subject to the Brown Act.

### ***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 ensure 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 expectation to participate in the program at LFCS in some manner for a minimum of 40 hours/year per family. No family shall be denied admission or readmission for failure to comply or suffer any form of harassment, humiliation or diminishment. 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. 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 monthly called a Saturday Parent “Café” as well as quarterly Parent Connection sessions.

### ***MANAGEMENT/ADMINISTRATIVE TEAM***

The administrative team of the Executive Director and Chief Financial Officer, under policies adopted by the LFCS Board of Directors, provides managerial and administrative oversight for Literacy First Charter Schools. This team, subject to the policy of the Board, negotiates operational management of Literacy First Charter Schools 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 presented 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

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assistant principals, vice principals and department directors to ensure all components of running a successful effective school occur.

## **V. HUMAN RESOURCES**

### ***EMPLOYEE QUALIFICATIONS***

*Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(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 on site 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 CFO 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 appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing as required by 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 Schools 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**

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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 Schools and receive clearance by Literacy First Charter Schools 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.

## ***HEALTH AND SAFETY PROCEDURES***

*Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, Literacy First Charter Schools maintains health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. As such policies 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.

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

### **Procedures for Background Checks**

Employees and contractors of Literacy First Charter Schools 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 Schools' Human Resources Director will monitor compliance with this policy. The Board of Directors President will monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of

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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.

### **Tuberculosis Risk Assessment and Examination**

Literacy First Charter Schools will follow the requirement of AB 1677 for tuberculosis risk assessments of all employees prior to commencing employment and working with students as required by Education Code Section 49406. If risk factors are identified, a tuberculosis examination shall be conducted to determine the validity of the screening.

### **Immunizations**

Literacy First Charter Schools 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 rising 7<sup>th</sup> 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 Schools shall adhere to Education Code Section 49423 regarding administration of medication in school.

### **Vision/Hearing/Scoliosis**

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

### **Oral Health Examinations**

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

### **Emergency Preparedness**

Literacy First Charter Schools shall adhere to an Emergency Preparedness 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 Schools. If the School is not situated on a public school site, it shall maintain its own Emergency Preparedness Plan specific to the site.



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### **Blood Borne Pathogens**

Literacy First Charter Schools shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Literacy First Charter Schools 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 Schools provides an information sheet regarding Type 2 diabetes to the parent or guardian of any incoming 7<sup>th</sup> 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 of 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 Schools shall maintain a drug, alcohol and tobacco free environment.

### **Uniform Complaint and Investigation Procedure**

Literacy First Charter Schools 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 Schools is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, or disability. Literacy First Charter Schools has policies and procedures in place to prevent and immediately remediate any concerns about discrimination or harassment at Literacy First Charter Schools (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 Schools’ 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.

### **School Facility Safety**

Literacy First Charter Schools shall comply with all applicable federal and state environmental laws. Literacy First Charter Schools shall comply with Education Code Section 47610 by either

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utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Literacy First Charter Schools 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 Schools 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 Schools 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 Schools 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 Schools 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.

## **VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICY**

### ***MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE***

*Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(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 racial and ethnic balance among 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 Schools 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 Schools is located.
5. Outreach meetings in several areas of the district in which Literacy First Charter Schools is located to reach prospective students and parents.

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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.

### ***ADMISSION REQUIREMENTS***

*Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

Literacy First Charter Schools 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 his or her parent or legal guardian within the state.

Admissions requirements shall in no way discriminate based on race, ethnicity, national origin, gender, disability or any prohibited characteristic in Education Code Section 220. 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.

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 existing students and 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 Schools. 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.

### ***PUPIL SUSPENSION AND EXPULSION PROCEDURES***

*Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

This Pupil Suspension and Expulsion Policy has 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

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Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Literacy First Charter Schools' policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and 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 the 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 Schools' administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on 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 ("IDEIA") 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 School will follow all applicable federal and state laws including but not limited to 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.

#### **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.

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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; d) during, going to, or coming from a school-sponsored activity.

### **Enumerated Offenses**

- ***DISCRETIONARY SUSPENSION OFFENSES:*** Students may be suspended for any of the following acts when it is determined the pupil:
  - 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, sold 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.
  - g. Stole or attempted to steal school property or private property.
  - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

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- smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her personal prescription products by a pupil.
- 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.
  - l. Knowingly received stolen school property or private property.
  - 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. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
  - o. 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.
  - p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  - q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
  - r. Made terrorist threats against school officials and/or school property. For purposes of this section, "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

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sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
  - t. 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u. Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code.
  - w. A pupil 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 pupil 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).
- ***NON- DISCRETIONARY SUSPENSION OFFENSES:*** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
    - a. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object 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.
  - ***DISCRETIONARY EXPELLABLE OFFENSES:*** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
    - 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.

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- c. Unlawfully possessed, used, sold 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.
  - g. Stole or attempted to steal school property or private property.
  - 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 his or her personal prescription products by a pupil.
  - 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.
  - l. Knowingly received stolen school property or private property.
  - 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. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
  - o. 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.
  - p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.



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- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
  - r. Made terrorist threats against school officials and/or school property. For purposes of this section, "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 his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
  - s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
  - t. 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u. Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code.
  - w. A pupil 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 pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence

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in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- ***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 pupil:
  - a. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object 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.

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 dangerous 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) 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 the Principal's designee with the student and his or her 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.

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At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil 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 pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or 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 committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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 Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil 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 pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

**Authority to Expel**

A student may be expelled either by Literacy First Charter Schools Board following a hearing before it or by Literacy First Charter Schools Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

**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 pupil has committed an expellable

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offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Literacy First Charter Schools Board for a final decision whether to expel. The hearing by the Board shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session five (5) 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 pupil. 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 pupil.

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 his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she 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

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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 he or she 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 he/she 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 him or her 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 his or her discretion to remove a person from the hearing whom he or she 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 pupil being expelled, the complaining witness shall have the right to have his/her 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made,

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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 pupil, 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 his or her testimony heard in a session closed to the public.

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 final decision by the Board shall be made 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, the pupil shall immediately be returned to his/her educational program.

### **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 or 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 District. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

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### **Disciplinary Records**

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

### **No Right to Appeal**

The pupil shall have no right of appeal from expulsion from Literacy First Charter Schools as the Literacy First Charter Schools Board of Directors' decision to expel shall be final.

### **Expelled Pupils/Alternative Education**

Parents/guardians of pupils 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 year from the date of expulsion when the pupil may reapply to the School for readmission.

### **Re-admission**

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 Board following a meeting with the Principal 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 Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission 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 pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

### **Special Procedures for the Consideration of Suspension and Expulsion 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, and to progress toward meeting the

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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 and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, 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 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.



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#### **4. Due Process Appeals:**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, 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. 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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

#### **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 USC 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 USC 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 IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted IDEIA only if the School had knowledge that the student was disabled before the behavior occurred.

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The 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 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 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 IDEIA-eligible children with disabilities, including the right to stay-put.

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

### ***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(b)(5)(L).*

No student may be required to attend Literacy First Charter Schools. Students who reside within the District who choose not to attend Literacy First Charter Schools 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 Schools 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 Schools, except to the extent that such a right is extended by the local education agency.

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## **VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY**

### ***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(b)(5)(I).*

The LFCS Board of Directors 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 will be completed and forwarded to the chief 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 Directors with recommendations on how to resolve them. The Board of Directors 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’ 2014-15 audit is included in Appendix N.

### ***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.

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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.

#### ***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(b)(5)(K).*

All certificated employees at Literacy First Charter Schools shall participate in the State Teachers Retirement System ("STRS"). All classified employees shall participate in the federal social security system, and participate in 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.

#### ***DESCRIPTION OF EMPLOYEE RETURN RIGHTS***

*Governing Law: A description of the rights of any 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(b)(5)(M).*

Persons employed by Literacy First Charter Schools 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 Schools 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 Schools shall not have any authority to confer any rights to return on

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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 Schools. Employment by Literacy First Charter Schools provides no rights of employment at any other entity, including any rights in the case of closure of Literacy First Charter Schools.

### ***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 teams 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 Directors. 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.

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5. Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

A written evaluation 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. Evaluation will be based on the rubric as 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 evaluated by Principal through classroom visitations.
4. Performance of job duties.

Presently, an LFCS team is evaluating new tools available to allow this process to be more organic in nature, effect in implementation and effective in 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 Schools' Staff Handbook. This handbook has been developed by school staff and presented to the Board of Directors 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.

### ***DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING, AND RENEWAL***

*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(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

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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 School Principal 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 Schools 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(b)(5)(N), shall be handled in the following manner:

The dispute shall be identified in written format by the administrator of Literacy First Charter Schools 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 and the individual identified as the representative of Literacy First Charter Schools board shall meet and make a good faith attempt to resolve the dispute. Failure of Literacy First Charter Schools 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 Schools 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.

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- 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 Schools 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 Schools as defined by 47613(f) except as set forth in Education Code Section 47613(b).

### ***LABOR RELATIONS***

*Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

Literacy First Charter Schools shall be deemed the exclusive public school employer of Literacy First Charter Schools' teachers, staff and other employees of Literacy First Charter Schools for purposes of the Educational Employment Relations Act ("EERA"). Literacy First Charter Schools recognizes the employees' rights under the EERA provisions to organize for collective bargaining purposes and will comply with EERA.



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## VIII. MISCELLANEOUS CLAUSES

### ***TERM***

The term of this charter renewal shall begin on July 1, 2016 and expire five years thereafter on June 30, 2021.

### ***AMENDMENTS***

Any amendments to this charter shall be made by the mutual agreement of the governing boards of Literacy First Charter Schools and the County. Material revisions and amendments 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 Schools.

### ***POTENTIAL CIVIL LIABILITY EFFECTS***

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

Literacy First Charter Schools 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(c), 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 Schools 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 Schools.

Literacy First Charter Schools 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.

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

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The SDCOE has the right to require complete certified copies of the required insurance policies.

Literacy First Charter Schools 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 Directors will be responsible for all aspects of the day-to-day operations of Literacy First Charter Schools, 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 Schools.

Literacy First Charter Schools shall indemnify, hold harmless and defend SDCOE, the San Diego County Board of Education, the San Diego County Superintendent of School, and the South County Educational Services Region, Special Education Local Plan Area (Collectively referred to as County) 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 Schools 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 Schools, and any other charter school operated by the Literacy First Charter Schools, including Liberty Charter School. Literacy First Charter Schools' 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 Schools should subcontract all or any portion of the work or activities to be performed under this Charter School agreement, Literacy First Charter Schools 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 Schools, 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 Directors or their officers and employees. In addition, Literacy First Charter Schools 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

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through the negligence or other tortuous conduct of Literacy First Charter Schools, the Board of Directors or their officers and employees.

***DIRECT FUNDING***

In consideration of the services rendered by Literacy First Charter Schools pursuant to this Charter, Literacy First Charter Schools 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 Schools elected to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. Literacy First Charter Schools utilizes a full accrual accounting method. Literacy First Charter Schools will apply directly for funds not included in the LCFF, but for which charter schools can apply directly.

For programs which Literacy First Charter Schools cannot apply for directly and which are not included in the LCFF, Literacy First Charter Schools 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 shall also 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(g).

In accordance with applicable law, California's Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to Literacy First Charter Schools, or to an account held in the name of Literacy First Charter Schools. Funds transferred directly from the State Fund to Literacy First Charter Schools will be transferred to Literacy First Charter Schools 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 Schools account by the SDCOE within ten [10] calendar days of the SDCOE receiving its funds.

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

Literacy First Charter Schools' five-year budget for the 2016-17 to 2020-21 fiscal years, based on revenues from school programs of the federal and state governments, is referred to in the following pages and in the Appendix A. Prior to each fiscal year, the LFCS Board of Directors will review the budget for Literacy First Charter Schools based on projected enrollments.

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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.

### ***ATTENDANCE ACCOUNTING***

Literacy First Charter Schools 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 Schools 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.

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## ***ADMINISTRATIVE SERVICES***

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

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, student information services, insurance services and some human resource services.

An MOU shall be negotiated between LFCS and the San Diego County Office of Education (SDCOE) 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 school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

Literacy First Charter Schools 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 Schools will operate schools at sites specifically identified in the approved Charter Petition. If Literacy First Charter Schools 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. Because Literacy First Charter Schools was granted by SDCOE on appeal from Cajon Valley Union School District, all K-8 sites of Literacy First Charter Schools must be located within the geographic boundaries of that district.

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-6<sup>th</sup> grades located at 698 W. Main St. in El Cajon; and Liberty Charter High School in Lemon Grove at 8425 Palm St. 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 14 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.

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The Junior Academy is a completely fenced campus located within the same facilities as the Heartland Community Church. The 4<sup>th</sup>-8<sup>th</sup> 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-6<sup>th</sup> 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.

### ***PROCEDURES FOR SCHOOL CLOSURE***

*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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(b) (5)(P).*

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 Board of Directors will promptly notify parents and students of Literacy First Charter Schools, 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 Board will ensure that the notification to the parents and students of Literacy First Charter Schools 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 Board 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.

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As applicable, the 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 Schools 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 District 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 Schools.

The 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 Schools 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 Schools shall remain solely responsible for all liabilities arising from the operation of Literacy First Charter Schools.



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As Literacy First Charter Schools 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.

# **APPENDIX A**

## *Budget Sheets*

## Assumptions included in Multiyear Financial Plan

The projected State Revenue, including the In Lieu of Property Taxes and EPA Revenue are taken from the FCMAT Local Control Funding Formula calculator 2016.01.07.16.2c dated January 30, 2016. All other state and local revenue is based on current year funding and historical data.

Classified and certificated salaries reflect a conservative 3% annual growth to reflect potential COLA and or additional staff as needed

The multi-year employee benefits budget reflects the anticipated 2% annual increase in STRS retirement plan employer contribution and the anticipated growth in Health Care costs.

Literacy First Charter is in the planning stages of building a 450 student High School Campus in El Cajon. Listed as an expense in the 2016-2017 school year is the purchase of the land which is currently in escrow. Escrow will close once the Major Use Permit is granted through the County of San Diego. It is anticipated that this will occur in early 2017. The \$4,350,000 listed as an expense will be moved to the General Ledger as an asset at the close of the fiscal year.

The campus lease budget is taken from the existing lease agreements which have been negotiated through 2021 and beyond. The cost of debt service associated with building the High School is included in the high school campus lease starting in the 2016-2017 school year.

The LCFF ADA Assumption page is taken directly from the LCFF calculator. It reflects prior year ADA as well as current year showing typical growth. The anticipated ADA growth is a reflection of historical data and trends. It is anticipated that once the high school campus is built, the target of 450 students on that campus will be a reality within a few short years. Based on parent feedback, establishing the HS campus in the El Cajon community will result in a larger percentage of LFCS 8th graders enrolling in Liberty High School.

Literacy First Charter (6119119)								1/30/16
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
COLA		1.57%	0.85%	1.02%	0.47%	2.13%	2.65%	2.72%
GAP Funding rate		12.00%	30.16%	51.97%	49.08%	45.34%	6.15%	34.21%
In-Lieu of Property Tax	F-6	-	-	2,200,560	2,201,496	2,208,316	2,215,136	2,221,956
Statewide 90th percentile rate		-	-	0	0	1	0	0
<b>UNDUPLICATED PUPIL PERCENTAGE</b>								
Charter School:		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment	A-1 CY	1,569	1,607	1,622	1,650	1,665	1,696	1,715
Unduplicated Pupil	Col B-1 CY	672	667	783	780	780	780	780
		<i>1-yr percentage</i>	<i>2-yr percentage</i>	<i>3-yr percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
Single Year Unduplicated Pupil Per		42.83%	41.51%	48.27%	47.27%	46.85%	45.99%	45.48%
Unduplicated Pupil Percentage (%)		42.83%	42.16%	44.23%	45.71%	47.46%	46.70%	46.10%
			<i>Alternate</i>	<i>Alternate</i>				
<b>Concentration Grant Funding Limitation: District of Physical Location</b>								
Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district								
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Unduplicated Pupil Per	D-3 / H-3	42.83%	42.16%	44.23%	43.76%	43.65%	41.13%	40.91%
Unduplicated Pupil Percentage: Supplemental Grant		42.83%	42.16%	44.23%	45.71%	47.46%	46.70%	46.10%
Unduplicated Pupil Percentage: Concentration Grant		42.83%	42.16%	44.23%	43.76%	43.65%	41.13%	40.91%
<b>AVERAGE DAILY ATTENDANCE (ADA)</b>								
Enter P2 Data - Note Charter School ADA is always funded on Current Year								
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grades TK-3	B-1	573.49	592.68	592.49	593.00	593.00	593.00	593.00
Grades 4-6	B-2	406.69	404.95	411.09	412.00	412.00	412.00	406.00
Grades 7-8	B-3	240.75	235.38	238.34	239.00	236.00	236.00	236.00
Grades 9-12	B-4	291.87	299.69	323.44	335.00	345.00	375.00	400.00
SUBTOTAL ADA		1,512.80	1,532.70	1,565.36	1,579.00	1,586.00	1,616.00	1,635.00

## Literacy First Charter Multiyear Projections

<b>Literacy First Charter K-12 Budget Projections 2015-2020</b>						
<b>Fiscal year</b>		<b>2015-16</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Estimated Beginning Balance</b>		\$ 9,801,168	\$ 10,934,157	\$ 7,303,173	\$ 7,794,448	\$ 8,055,085
<b>Revenue Description</b>	<b>Object</b>					
LCFF State Aid	8015-000	\$ 11,978,848	\$ 12,773,724	\$ 13,231,752	\$ 13,446,060	\$ 13,968,521
Federal Revenue	8290-000	\$ 68,606	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000
Other State Income	8500-000	\$ 1,438,671	\$ 971,228	\$ 986,510	\$ 996,375	\$ 1,006,339
SB740 Grant Facilities Grant	8500-00	\$ 698,000	\$ 718,940	\$ 740,508	\$ 762,723	\$ 785,605
Other Local Income & SPED	8600-000	\$ 768,158	\$ 775,840	\$ 783,598	\$ 791,434	\$ 799,348
<b>Total Estimated Revenue</b>		<b>\$ 14,952,283</b>	<b>\$ 15,309,732</b>	<b>\$ 15,812,368</b>	<b>\$ 16,066,593</b>	<b>\$ 16,629,813</b>
<b>Total Revenue &amp; Estimate Beginning Balance</b>						
		\$ 24,753,451	\$ 26,243,889	\$ 23,115,541	\$ 23,861,041	\$ 24,684,898
<b>Estimated Expenses</b>						
Certificated Salaries	1000-1999	\$ 6,160,048	\$ 6,344,849	\$ 6,535,195	\$ 6,731,251	\$ 6,933,188
Classified Salaries	2000-2999	\$ 1,281,910	\$ 1,307,548	\$ 1,333,699	\$ 1,360,373	\$ 1,387,581
Employee Benefits	3000-3999	\$ 2,119,414	\$ 2,331,355	\$ 2,494,550	\$ 2,669,169	\$ 2,856,011
Supplies & Materials	4000-4999	\$ 1,050,642	\$ 1,066,402	\$ 1,082,398	\$ 1,098,634	\$ 1,109,620
Other Services & Operating Expenses	5000-5999	\$ 1,978,550	\$ 2,018,121	\$ 2,058,483	\$ 2,099,653	\$ 2,141,646
JA & PA Campus Leases	5000-5999	\$ 562,840	\$ 579,725	\$ 597,117	\$ 615,030	\$ 633,481
HS & LA Campus Leases	5000-5999	\$ 665,890	\$ 942,715	\$ 1,219,650	\$ 1,231,847	\$ 1,244,165
HS Land Purchase	6000-6999		\$ 4,350,000			
<b>Estimated Total Expenditures</b>		<b>\$ 13,819,294</b>	<b>\$ 18,940,716</b>	<b>\$ 15,321,092</b>	<b>\$ 15,805,956</b>	<b>\$ 16,305,692</b>
<b>Excess Revenue over expense</b>						
		\$ 1,132,989	\$ (3,630,984)	\$ 491,276	\$ 260,636	\$ 324,121
<b>Uncommitted Revenue</b>						
		\$ 1,132,989	\$ (3,630,984)	\$ 491,276	\$ 260,636	\$ 324,121
<b>Estimated Uncommitted Ending Balance</b>		<b>\$ 10,934,157</b>	<b>\$ 7,303,173</b>	<b>\$ 7,794,448</b>	<b>\$ 8,055,085</b>	<b>\$ 8,379,206</b>

# APPENDIX B

## LCAP

Literacy  
First  
Charter  
Schools



*"The tree of knowledge begins with literacy."*

## LOCAL CONTROL & ACCOUNTABILITY PLAN

2015 – 16

## LITERACY FIRST CHARTER SCHOOLS LIVING LCAP

*These are our LFCS K12 Goals for school year 2015-16 including our own philosophy statements from our charter*

**T – teachers trained**  
**A – academic accountability**  
**P – Parents connected**  
**S – Students protected**

### **GOAL # 1**

Students will receive instruction by teachers who participate in ongoing Professional Development on 21<sup>st</sup> Century instruction; Common Core State Standards (CCSS) including all developed content frameworks because at LFCS:

*All staff is invested in the success of each individual*

*Nurturing the whole child is regarded as the norm, not the exception*

*Children are embraced as unique and creative individuals*

### **GOAL #2**

Implement a school-wide transitional Common Core aligned assessment system to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards because we believe that:

*Literacy includes culture and language*

*Educational Success is expected for all students*

*Research proven methods and techniques are employed*

*Technology is integrated into the school routine*

*Children are embraced as unique and creative individuals*

### **GOAL #3**

Engage parents through education, communication, and collaboration to promote student academic success & engagement we recognize the relationship between parents connection and student achievement we believe that :

*Parents are valued as an integral part of the “team”.*

### **GOAL #4**

To provide all student with a safe well-maintained facility and a positive learning climate that supports the academic, socials, emotional and physical needs of all students in order that:

*All children are known*

*Educational success is expected for all students*

*Children are embraced as unique and creative individuals*

**Finally, education is viewed as a process, not a product.**



**Title 5. EDUCATION**

*I. Division 1. California Department of Education*

**Chapter 14.5. Local Control Funding Formula**

**Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template**

**Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants**

**§ 15494. Scope.**

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**§ 15495. Definitions.**

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) “Consult with pupils,” as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

(b) “English learner parent advisory committee,” as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

1       (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA pursuant to Education  
2 Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template  
3 found in section 15497.5.

4       (d) “Local educational agency (LEA)” means a school district, county office of education, or charter school.

5       (e) “Parents” means the natural or adoptive parents, legal guardians, or other persons holding the right to make  
6 educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code  
7 sections 56028 or 56055, including foster parents who hold rights to make educational decisions.

8       (f) “Parent advisory committee,” as used in Education Code sections 52063 and 52069, shall be composed of a  
9 majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the  
10 definitions in Education Code section 42238.01 apply. A governing board of a school district or a county  
11 superintendent of schools shall not be required to establish a new parent advisory committee if a previously  
12 established committee meets these requirements, including any committee established to meet the requirements of  
13 the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A  
14 of Title I of that act.

15       (g) “Prior year” means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

16       (h) “Services” as used in Education Code section 42238.07 may include, but are not limited to, services  
17 associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other  
18 general infrastructure necessary to operate and deliver educational instruction and related services.

19       (i) “State priority areas” means the priorities identified in Education Code sections 52060 and 52066. For  
20 charter schools, “state priority areas” means the priorities identified in Education Code section 52060 that apply for  
21 the grade levels served or the nature of the program operated by the charter school.

22       (j) “Subgroup” means the numerically significant pupil subgroups identified pursuant to Education Code section  
23 52052.

24       (k) “to improve services” means to grow services in quality.

25       (l) “to increase services” means to grow services in quantity.

26       (m) “unduplicated pupil” means any of those pupils to whom one or more of the definitions included in  
27 Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and  
28 English learners.

29 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,  
30 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code;  
31 20 U.S.C. Section 6312.

32  
33 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in**  
34 **Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.**

35       (a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the  
36 number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and  
37 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated

1 pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the  
2 basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1).  
3 An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its  
4 unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for  
5 unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as  
6 follows:

7 (1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA  
8 calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

9 (2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior  
10 year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds  
11 expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the  
12 2012-13 fiscal year.

13 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

14 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of  
15 Finance that represents how much of the statewide funding gap between current funding and full implementation of  
16 LCFF is eliminated in the fiscal year for which the LCAP is adopted.

17 (5) Add subdivision (a)(4) to subdivision (a)(2).

18 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code  
19 sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively,  
20 excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School  
21 Transportation program, in the fiscal year for which the LCAP is adopted.

22 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

23 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully  
24 implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the  
25 amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to  
26 Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of  
27 the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the  
28 Home to School Transportation program.

29 (b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of  
30 the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide  
31 purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or  
32 improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire  
33 educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:

34 (1) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district's total  
35 enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and  
36 concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do  
37 all of the following:

1       (A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

2       (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the  
3 district's goals for its unduplicated pupils in the state and any local priority areas.

4       (2) A school district that has an enrollment of unduplicated pupils less than 55 percent of the district's total  
5 enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds  
6 on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

7       (A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

8       (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the  
9 district's goals for its unduplicated pupils in the state and any local priority areas.

10       (C) Describe how these services are the most effective use of the funds to meet the district's goals for its  
11 unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this  
12 determination, including, but not limited to, any alternatives considered and any supporting research, experience, or  
13 educational theory.

14       (3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the  
15 school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend  
16 supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a  
17 schoolwide basis shall do all of the following:

18       (A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

19       (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the  
20 district's goals for its unduplicated pupils in the state and any local priority areas.

21       (4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the school site's  
22 total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant  
23 funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

24       (A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

25       (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the  
26 district's goals for its unduplicated pupils in the state and any local priority areas.

27       (C) Describe how these services are the most effective use of the funds to meet the district's goals for its  
28 unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this  
29 determination, including, but not limited to, any alternatives considered and any supporting research, experience, or  
30 educational theory.

31       (5) A county office of education expending supplemental and concentration grant funds on a countywide basis  
32 or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the  
33 following:

34       (A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide  
35 basis.

36       (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the  
37 county office of education's or charter school's goals for its unduplicated pupils in the state and any local priority

1 areas, as applicable.

2 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,  
3 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code;  
4 20 U.S.C. Section 6312.

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6 **§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.**

7 In making the determinations required under Education Code section 52070(d)(3), the county superintendent of  
8 schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections  
9 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it will increase  
10 or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does  
11 not approve an LCAP because the school district has failed to meet its requirement to increase or improve services  
12 for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in  
13 meeting that requirement pursuant to Education Code section 52071.

14 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,  
15 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code;  
16 20 U.S.C. Section 6312.

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24 8-22-14 [California Department of Education]

**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.****Introduction:**

**LEA: SDCOE**  
**Year: 2014-2015**

**Contact (Name, Title, Email, Phone Number):** Debbie Beyer, Executive Director, [debbie.beyer@lfcinc.org](mailto:debbie.beyer@lfcinc.org), 619-579-7232 LCAP

### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### ***State Priorities***

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### ***A. Conditions of Learning:***

***Basic:*** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

***Implementation of State Standards:*** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

***Course access:*** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

***Expelled pupils (for county offices of education only):*** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

***Foster youth (for county offices of education only):*** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### ***B. Pupil Outcomes:***

***Pupil achievement:*** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

***Other pupil outcomes:*** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

#### ***C. Engagement:***

***Parental involvement:*** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

***Pupil engagement:*** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

***School climate:*** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?



<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>1. Parents, community members, and school staff have been actively involved in the development of the Literacy First Charter Schools (LFCS) LCAP through the following methods:</p> <ul style="list-style-type: none"> <li>• Fall Board meeting, Board members informed on the new funding formula and implications, October 2013.</li> <li>• Information meetings with LFCS DELAC committee, parent information sessions, October 7, 2013</li> <li>• Parent information meeting held via parent teas to inform parents on new funding model, February 13, 2014</li> <li>• Lead teacher meeting discussion of LCAP, November 2013</li> <li>• Administrative team information meeting, November 2013</li> <li>• Joint specific LCCF funding meeting was held with members of the DELAC committee and school Parent Team Leader Council, Booster Club and Friends of Seniors (PTLC) February, 2013</li> <li>• Board members were informed in fall meetings and reviewed again in February meeting.</li> <li>• Staff review of LCAP priorities during staff meetings at all sites</li> <li>• during spring staff meetings</li> <li>• Staff review of LCAP priorities during June staff meetings</li> <li>• Public hearing held in June 2014</li> </ul> <p>2. LFCS has implemented LCAP surveys to parents, community members and staff containing questions that utilize scale and open ended questions as a method of soliciting both qualitative and quantitative data.</p> <p>3. LFCS has considered all feedback during the development of the LCAP. As a result of this process, LFCS has identified the areas in which to develop effective ways to continue academic growth for all students, including foster youth, English learners, and low income students.</p> <p>4. LFCS has considered all feedback during the development of the LCAP. As a result of this process, LFCS has identified the need to enhance ways in which information and education is assimilated by parents through parent nights, communication opportunities and parent correspondence regarding the implementation of new programs, including the Common Core Standards.</p> <p>On an annual basis and in parent newsletters and updates, ongoing information</p>	<p>After receiving input from parent, staff and community member surveys, and input from community meetings, LFCS has identified common recurring themes which are identified below. These themes will be reflected in our goals, action/services and investments of LFCS over the next months as we work to provide services that will meet the needs as reflected:</p> <p>It is anticipated that our themes would include:</p> <ul style="list-style-type: none"> <li>• Developing a broader elective selection for students 7-12</li> <li>• Developing a more rigorous after school support program for LFCS students.</li> <li>• Ensuring reclassified students are followed through and monitored</li> <li>• Foster students are clearly identified with appropriate programs implemented</li> <li>• Expansion of counseling services</li> <li>• Additional support materials available through technology, and or updated EL materials as well as remediation materials for any under achieving students,</li> <li>• Developing ongoing opportunities to allow for parent education, input and feedback</li> <li>• Continuing development of a strong community that supports LFCS students and families.</li> <li>• Training high quality, stellar teachers that use research based strategies</li> </ul> <p>Consequently, the LFCS budget reflects the implementation of these programs and is reflected in the investment of resources into specific programs to ensure the ongoing success and development of the identified needs. Specifically, the LCFF investment priorities reflect the feedback received from stakeholders and student data and are tied to the academic data and needs of our students. Investments are further detailed in the subsequent pages.</p> <ul style="list-style-type: none"> <li>• English Learners</li> <li>• School Climate and student engagement</li> <li>• Students with disabilities</li> <li>• Parents Engagement</li> <li>• Focus on K8 teacher support</li> <li>• Focus on post high school educational and career opportunities</li> <li>• Focus on writing and calculation skills, K12 has developed through Common Core Standards</li> </ul>

<p>will be distributed to maintain all stakeholders involvement in the improved outcome of program improvements as determined by our fact finding meetings and surveys and translated into school wide initiatives to improve academic and educational success of all students at LFCS, including our EL students, low income and any foster students that we may have.</p>	
<p><b>Annual Update:</b>          Following the pattern established last year, LFCS staff has continued to work toward the goals of the LFCS LCAP. Additionally we have worked to make the LCAP goals a part of the everyday language of our entire team. Throughout the year the stakeholders have been included in the morphing of the goals into the charter mission and vision in order that all invested parties: parents, teachers, and staff would be able to understand the goals as well as the anticipated outcomes. Positively impacting student learning in a joyful learning environment is the over- arching goal throughout this process. Quarterly meetings with parent groups including the PTLC, and the DELAC committee occurred. Meetings with lead teachers, the admin team and the entire staff were held routinely over the course of the school year in which the focus was to: review goals, needs as seen due to changing programs, expanding programs or inadequate results, and lack of training or understanding. Additionally, our teams reviewed our expected outcomes and the funds attached with each, as well as the overall benefit to the students. As a team we are looking to develop a more timely and efficient way to monitor this process of the next school year.</p>	<p><b>Annual Update:</b>          After receiving input from parent, staff and community member surveys, and input from community meetings, LFCS has identified common recurring themes which are identified below. These themes will be reflected in our goals, action/services and investments of LFCS over the next months as we work to provide services that will meet the needs as reflected:          It is anticipated that our themes would include:</p> <ul style="list-style-type: none"> <li>• Developing a broader elective selection for students 7-12 <i>We continue to work toward this goal.</i></li> <li>• Developing a more rigorous after school support program for LFCS students. <i>We continue to work on this goal, adding additional tutoring after school and summer programs including program for highschoolers to master algebra and EL support for second language students 2-12. Additionally an intervention camp is offered for 2-5 graders over the summer break.</i></li> <li>• Ensuring reclassified students are followed through and monitored. <i>This goal was much more effectively implemented 2014-15</i></li> <li>• Foster students are clearly identified with appropriate programs implemented. <i>A new system was developed to ensure accurate identification of this subgroup of student</i></li> <li>• Expansion of counseling services <i>A new counselor was hired.</i></li> <li>• Additional support materials available through technology, and or updated EL materials as well as remediation materials for any under achieving students, <i>New curriculum was purchased and implemented. Teachers were trained in the “how to” of the new program.</i></li> <li>• Developing ongoing opportunities to allow for parent education, input and feedback <i>Parent connection meetings were developed as well as better more effective communication tool developed.</i></li> <li>• Continuing development of a strong community that supports LFCS students and families.</li> <li>• Training high quality, stellar teachers that use research based strategies. <i>Professional development occurred monthly, was deliberate and intentional, specific to teacher needs and program demands.</i></li> </ul> <p>Consequently, the LFCS budget reflects the continuation of the implementation of programs and is reflected in the investment of resources into specific programs to ensure the ongoing success and development of the identified needs.</p>

	<p>Specifically, the LCFF investment priorities reflect the feedback received from stakeholders, the results of implementation this year, and student data connected to the academic data and needs of our students. Investments are further detailed in the subsequent pages.</p> <ul style="list-style-type: none"><li>• English Learners</li><li>• School Climate and student engagement</li><li>• Students with disabilities</li><li>• Parents Engagement</li><li>• Focus on K8 teacher support</li><li>• Focus on post high school educational and career opportunities</li></ul> <p>Focus on writing and calculation skills, K12 as developed through Common Core Standards</p>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<b>GOAL:</b>	<p><b>Goal 1:</b> Implementation of a school-wide Common Core aligned assessment system to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards.</p>	<p>Related State and/or Local Priorities:                  1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 <u>X</u>                  8 <u>X</u>                  COE only: 9 ___ 10 ___                  Local: Specify _____</p>	
<b>Identified Need:</b>	Based on needs assessment conducted with lead teachers, department heads and the administration team it was concluded that current curriculum was not satisfactory to meet the goal.		
<b>Goal Applies to:</b>	Schools: All	Applicable Pupil Subgroups: All Students	
<b>LCAP Year 1: 2014-15</b>			
<b>Expected Annual Measurable Outcomes:</b>	1) 85% of teachers will meet highly qualified criteria. 2) All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core 3) All students 3 <sup>rd</sup> -8 <sup>th</sup> will be assessed in ELA/Math using benchmark assessments 3 times per year 4) All students K-8 will be assessed in Reading at least 2 times per year; and annual growth targets will be developed 5) CAASPP Assessment in ELA and Math will serve to determine baseline 6) 10 <sup>th</sup> grade CASHEE assessment will serve to determine baseline as well.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include: ❖ Coursework for supplemental credentials ❖ CLAD certifications ❖ Coursework to become NCLB certified ❖ Common core implementation training ❖ Brain compatible classroom training. ❖ New Teacher training and mentoring.	K-12	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$12,000
Transitional common core aligned curriculum & instructional materials will be purchased for ELA & Math (2014-15); For Science & History (2015-16)	K-8	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$70,000

IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP/SBAC Testing to Grades 3-8 and High School	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,000
LFCS will purchase new technology (Laptops & Thin Clients Desktops) for student use w/assessments, academic support, instruction, and conducting academic research.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$15,340

**LCAP Year 2: 2015-16**

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1) 90% of teachers will meet highly qualified criteria.</li> <li>2) All students will have access to curriculum &amp; instructional materials in ELA &amp; Math that are aligned to common core</li> <li>3) All students 3<sup>rd</sup>-8<sup>th</sup> will be assessed in ELA &amp; Math Benchmark Assessments: 3 times per year</li> <li>4) 75% of continuing students will meet individually set growth targets in Reading</li> <li>5) Students Meeting or Exceeding Standards on CAASPP (ELA &amp; MATH) will show at least one year of growth from 2014 to 2015.</li> <li>6) Students not meeting or nearly meeting standards will make greater than one year's growth to reach meeting standards or greater within 3 consecutive years of attending Literacy First Charter Schools.</li> <li>7) 10<sup>th</sup> grade CASHEE assessment will serve to determine baseline as well.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include: <ul style="list-style-type: none"> <li>❖ Coursework for supplemental credentials</li> <li>❖ CLAD certifications</li> <li>❖ Coursework to become NCLB certified</li> <li>❖ Common core implementation training</li> <li>❖ Brain compatible classroom training.</li> <li>❖ New Teacher Training &amp; Mentoring</li> </ul>	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$8,600



B | Appendix

<p>Transitional common core aligned curriculum &amp; instructional materials will be purchased for ELA &amp; Math (2014-15); For Science &amp; History (2015-16)</p>	<p>K-12</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$145,000</p>
<p>IT Tech Support and infrastructure upgrades will be purchased to allow for implementation &amp; administration for CAASPP Testing to Grades 3-8 and High School</p>	<p>K-8</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$7,200</p>
<p>LFCS will purchase new technology (Laptops &amp; Thin Clients Desktops) for student use w/assessments, academic support, instruction, and conducting academic research.</p>	<p>K-12</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$85,000</p>

**LCAP Year 3: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1) 100% of teachers will meet highly qualified criteria.</li> <li>2) All students will have access to curriculum &amp; instructional materials in ELA &amp; Math that are aligned to common core</li> <li>3) All students 3<sup>rd</sup>-8<sup>th</sup> will be assessed in ELA, Math, History &amp; Benchmark Assessments: 3 times per year</li> <li>4) 85% of continuing students will meet individual growth targets in Reading.</li> <li>5) Students Meeting or Exceeding Standards on CAASPP (ELA &amp; MATH) will show at least one year of growth from 2015 to 2016.</li> <li>6) Students not meeting or nearly meeting standards will make greater than one year's growth to reach meeting standards or greater within 3 consecutive years of attending Literacy First Charter Schools.</li> <li>7) 10<sup>th</sup> grade CASHEE assessment will serve to determine baseline as well.</li> </ol>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>

<p>Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include:</p> <ul style="list-style-type: none"> <li>❖ Coursework for supplemental credentials</li> <li>❖ CLAD certifications</li> <li>❖ Coursework to become NCLB certified</li> <li>❖ Common core implementation training</li> <li>❖ Brain compatible classroom training.</li> <li>❖ New Teacher training and mentoring.</li> </ul>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$8,600</p>
<p>Final phase of common core aligned curriculum &amp; instructional materials will be purchased for ELA, Math, Science, &amp; History.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$80,500</p>
<p>IT Tech Support and infrastructure upgrades will be purchased to allow for implementation &amp; administration for CAASPP Testing to Grades 3-8 and High School</p>	<p>K-8</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$7,200</p>
<p>LFCS will purchase new technology and software for student use w/assessments, academic support, instruction, and conducting academic research.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>\$55,000</p>

<b>GOAL:</b>	<b>GOAL #2:</b> To improve student achievement, students will receive instruction by teachers who participate in ongoing Professional Development on 21stCentury instruction; Common Core State Standards (CCSS).	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Due to mandated implementation of common core, training for teachers on effective pedagogy, understanding of expectations and effective implementation teacher training is necessary in order to support all students and English learners in a high quality learning environment.		
<b>Goal Applies to:</b>	Schools: All	Applicable Pupil Subgroups: All Students	
<b>LCAP Year 1: 2014-15</b>			
<b>Expected Annual Measurable Outcomes:</b>	1) All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including CCSS in Math, ELA, and brain based, research proven strategies. 2) With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually determined by CELDT 3) Increase EL Reclassification Rates by 5% annually 4) Students with Disabilities will meet annual IEP Goals 5) Administer annual staff surveys		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Professional Development for all teachers & admin will be provided in the following arenas: ❖ Brain Compatible Strategies ❖ Developing Benchmark Assessments ❖ Common Core Implementation ❖ EL Strategies	K-12	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$15,230
LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data and implement plans of action to improve student achievement.	K-12	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$8,153
LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc.	K-12	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$3,000

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Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$500
EL expenditures to include CELDT Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners.	K-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$28,000
Professional Development for all teachers on ELA Frameworks will be provided to insure our reclassification goal is met.	K-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$3,153
A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's	K-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$3077

**LCAP Year 2: 2015-16**

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1) All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including CCSS in ELA/ELD, Math, History Frameworks, and brain based, research proven strategies.</li> <li>2) With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually as determined by CELDT</li> <li>3) Increase EL Reclassification Rates by an additional 5% annually</li> <li>4) Students with Disabilities will meet annual IEP Goals</li> <li>5) Administer annual staff surveys</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development for all teachers & admin will be provided in the following arenas: <ul style="list-style-type: none"> <li>❖ Brain Compatible Strategies</li> <li>❖ Developing Benchmark Assessments</li> <li>❖ Common Core Implementation</li> <li>❖ EL Strategies</li> </ul> In addition to ongoing training listed above, teachers will be	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$11,500

provided with individual coaching in effective classroom instruction.			
LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data and implement plans of action to improve student achievement for all students.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,500
LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,700
Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom. Disaggregated data will provide feedback and determine if additional professional development is required or necessary.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500
EL expenditures to include CELDT Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners.	K-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$65,500
Professional Development for all teachers on ELA Frameworks will be provided to insure our reclassification goal is met.	K-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,250

<p>A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's</p>	<p>K-12</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$31,500</p>	
<p>LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data and implement plans of action to improve student achievement.</p>	<p>K-12</p>	<p><u>  </u>X ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$3250</p>	
<p><b>LCAP Year 3: 2016-17</b></p>				
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1) All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including CCSS in ELA/ELD, Math, History, Science Frameworks, and brain based, research proven strategies.</li> <li>2) With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually as determined by CELDT</li> <li>3) Increase EL Reclassification Rates by an additional 5% annually</li> <li>4) Students with Disabilities will meet annual IEP Goals</li> <li>5) Administer annual staff surveys</li> </ol>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Professional Development for all teachers &amp; admin will be provided in the following arenas:  <ul style="list-style-type: none"> <li>❖ Brain Compatible Strategies</li> <li>❖ Developing Benchmark Assessments</li> <li>❖ Common Core Implementation</li> <li>❖ EL Strategies</li> </ul>                     In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction.</p>	<p>K-12</p>	<p><u>  </u>X ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$11,500</p>	
<p>LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data and implement plans of action to improve student achievement for all students.</p>	<p>K-12</p>	<p><u>  </u>X ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$8,500</p>	

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<p>LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc.</p>	<p>K-12</p>	<p><u><input checked="" type="checkbox"/> ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u></p> <p><u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u></p> <p><u>Subgroups:(Specify)</u> _____</p>	<p>\$3,700</p>
<p>Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom. Disaggregated data will provide feedback and determine if additional professional development is required or necessary.</p>	<p>K-12</p>	<p><u><input checked="" type="checkbox"/> ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u></p> <p><u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u></p> <p><u>Subgroups:(Specify)</u> _____</p>	<p>\$500</p>
<p>EL expenditures to include CELDT Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners.</p>	<p>K-12</p>	<p><u><input checked="" type="checkbox"/> ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u></p> <p><u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u></p> <p><u>Subgroups:(Specify)</u> _____</p>	<p>\$36,500</p>
<p>Professional Development for all teachers on ELA Frameworks will be provided to insure our reclassification goal is met.</p>	<p>K-12</p>	<p><u><input type="checkbox"/> ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u><input checked="" type="checkbox"/> English Learners</u></p> <p><u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u></p> <p><u>Subgroups:(Specify)</u> _____</p>	<p>\$3,250</p>
<p>A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's</p>	<p>K-12</p>	<p><u><input type="checkbox"/> ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u></p> <p><u>Foster Youth</u> <u><input checked="" type="checkbox"/> Redesignated fluent English proficient</u> <u>Other</u></p> <p><u>Subgroups:(Specify)</u> _____</p>	<p>\$31,500</p>

<p>LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data and implement plans of action to improve student achievement.</p>	<p>K-12</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$3483</p>
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<p>GOAL:</p>	<p><b>GOAL #3:</b> Engage parents through education, communication, and collaboration to promote student academic success &amp; engagement</p>	<p>Related State and/or Local Priorities: 1 <u>  </u> 2 <u>X</u> 3 <u>X</u> 4 <u>  </u> 5 <u>X</u> 6 <u>X</u> 7 <u>  </u> 8 <u>  </u> COE only: 9 <u>  </u> 10 <u>  </u> Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Parents expressed concerns regarding new state and federal mandates as they pertained to their student’s education and well-being.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups:</p>	<p>All Students</p>

**LCAP Year 1: 2014-15**

<p>Expected Annual Measurable Outcomes:</p>	<p>1) Work with stakeholders to develop a strategic plan to strengthen parent involvement by 10% annually. 2) Host at least 4 parent education workshops &amp; trainings while collecting baseline data for parent level of participation.</p>		
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Funds will be used to work with stakeholders to develop a Strategic Plan to strengthen Parent Involvement &amp; create leadership roles</p>	<p>K-12</p>	<p><u>  </u>X ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$4,000</p>
<p>Costs associated with hosting parent workshops &amp; trainings: ❖ Common Core 101 ❖ How to interpret assessments ❖ CST Scores ❖ How to navigate the public school system Other parent related topics of concern</p>	<p>K-12</p>	<p><u>  </u>X ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$1,500</p>
<p>Funds will be used to pay for translators to attend parent teacher conferences/parent engagement activities, and translate pertinent paperwork sent home with students.</p>	<p>K-12</p>	<p><u>  </u>X ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$1,500</p>



**LCAP Year 2: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	1) Implement strategic plan, collect data, assess impact that parent involvement has increased by 10% based on previous year data. 2) Host at least 4 parent workshops & trainings with a 3% increase in attendance from 2014-15 school year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Funds will be used to implement the strategic plan as outlined in 2014-15 school year. Additionally, funds will cover the cost of disaggregating data in a manner that can be translated to all families.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,250
Costs associated with hosting parent workshop & trainings: ❖ Common Core 202 ❖ How to interpret assessments ❖ CAASPP Scores ❖ How to navigate the public school system In addition to other tools to engage and promote student success from home.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,700
Ongoing translation services will be provided to students and their families where English is not the first language per needs basis.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$7,000

**LCAP Year 3: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	1) Continue to implement strategic plan, collect data & assess long-term impact 2) Expand school wide volunteer opportunities in coordination with PTLC 3) Host at least 4 parent workshops & trainings with a 3% increase in attendance from 2015-16 school year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Funds will be used to implement the strategic plan as outlined in 2015-16 school year. Additionally, funds will cover the cost of disaggregating data in a manner that can be translated to all families.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,250

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<p>Costs associated with hosting parent workshop &amp; trainings:</p> <ul style="list-style-type: none"> <li>❖ Common Core 303</li> <li>❖ How to interpret assessments</li> <li>❖ CAASPP Scores</li> <li>❖ How to navigate the public school system</li> </ul> <p>In addition to other tools to engage and promote student success from home.</p>	<p>K-12</p>	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$1,700</p>
<p>Ongoing translation services will be provided to students and their families where English is not the first language per needs basis.</p>	<p>K-12</p>	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$7,000</p>
<p>GOAL:</p>	<p><b>GOAL #4:</b> To provide all students with a safe well-maintained facility and a positive learning climate that supports the academic, social, emotional and physical needs of all students.</p>		<p>Related State and/or Local Priorities:</p> <p>1 <u> </u> 2 <u> X </u> 3 <u> </u> 4 <u> X </u> 5 <u> X </u> 6 <u> X </u> 7 <u> </u></p> <p>8 <u> X </u></p> <p>COE only: 9 <u> </u> 10 <u> </u></p> <p>Local: Specify _____</p>
<p>Identified Need:</p>	<p>LFCS serves a large population with a vast range of socio-economic statuses. Stakeholders agree that in order to blend the diversity within our school population and create a joyful learning environment that meets the social, emotional, physical and academic needs for student well-being a safe well-maintained environment is necessary.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	<p>Applicable Pupil Subgroups: All Students</p>
<p><b>LCAP Year 1: 2014-15</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1) All students will receive instruction in facilities that are safe, secure, clean and well maintained.</li> <li>2) 90% of Grade K-8 students will participate in quarterly community service projects.</li> <li>3) 90% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project.</li> <li>4) 90% of LCHS Seniors will participate in a Service Learning Project &amp; assessed by a clearly defined rubric.</li> <li>5) Decrease the number by 6% of students missing 18 days or more.</li> <li>6) Identify students for academic intervention &amp; provide an Individualized Learning Plan (ILP) for each student , K-8</li> <li>7) Identify Students 9-12 for academic intervention &amp; provide an Individualized Learning Plan (ILP) thru the LCHS Academy program.</li> </ol>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>

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<p>A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review implementation, and developing policies to increase student attendance.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$42,013</p>
<p>LFCS will provide targeted academic intervention at no cost to families over the summer, to include: ❖ Summer Camp programs (Camp Catch-Up) ❖ Summer EL Programs ❖ Summer High School Math Programs</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$10,134</p>
<p>Funds will be used to streamline the SST Process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504 Plan.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$6,230</p>
<p>LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$2,230</p>
<p>Leadership trainings and character education which are critical components of the Whole Student Formation will be provided to students throughout the year.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$0</p>
<p>Stakeholders will plan, promote &amp; implement Service Learning Projects &amp; Project-Based Lessons, and develop clearly defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$12,230</p>

<p>In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (ILP) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.</p>	<p>K-12</p>	<p><u> X </u> ALL -----OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __OtherSubgroups:(Specify)_____</p>	<p>\$35,000</p>
<p><b>LCAP Year 2: 2015-16</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1) All students will receive instruction in facilities that are safe, secure, clean and well maintained.</li> <li>2) 95% of Grade K-8 students will participate in quarterly community service projects.</li> <li>3) 95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project.</li> <li>4) 95% of LCHS Seniors will participate in a Service Learning Project &amp; assessed by a clearly defined rubric.</li> <li>5) Decrease the number by 5% of students missing 18 days or more.</li> <li>6) Identify students for academic intervention &amp; provide an Individualized Learning Plan (ILP) for each student , K-8</li> <li>7) Identify Students 9-12 for academic intervention &amp; provide an Individualized Learning Plan (ILP) thru the LCHS Academy program.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review implementation, and developing policies to increase student attendance.</p>	<p>K-12</p>	<p><u> X </u> ALL -----OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$3,685</p>
<p>LFCS will provide targeted academic intervention at no cost to families over the summer, to include:</p> <ul style="list-style-type: none"> <li>❖ Summer Camp programs (Camp Catch-Up)</li> <li>❖ Summer EL Programs</li> <li>❖ Summer High School Math Programs</li> </ul>	<p>K-12</p>	<p><u> X </u> ALL -----OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$38,500</p>
<p>Funds will be used to streamline the SST Process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504 Plan.</p>	<p>K-12</p>	<p><u> X </u> ALL -----OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$6,500</p>

<p>LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$850</p>
<p>Leadership trainings and character education which are critical components of the Whole Student Formation will be provided to students throughout the year.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$18,500</p>
<p>Stakeholders will plan, promote &amp; implement Service Learning Projects &amp; Project-Based Lessons, and develop clearly defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$4,200</p>
<p>In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (ILP) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$88,500</p>
<p>A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review implementation, and developing policies to increase student attendance.</p>	<p>K-12</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$3,685</p>

LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1) All students will receive instruction in facilities that are safe, secure, clean and well maintained.</li> <li>2) 100% of K-8 students will participate in quarterly community service projects.</li> <li>3) 95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project.</li> <li>4) 95% of LCHS Seniors will participate in a Service Learning Project &amp; assessed by a clearly defined rubric.</li> <li>5) Decrease the number by 4% of students missing 18 days or more.</li> <li>6) Identify students for academic intervention &amp; provide an Individualized Learning Plan (ILP) for each student , K-8</li> <li>7) Identify Students 9-12 for academic intervention &amp; provide an Individualized Learning Plan (ILP) thru the LCHS Academy program.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review implementation, and developing policies to increase student attendance.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$3,685
LFCS will provide targeted academic intervention at no cost to families over the summer, to include: <ul style="list-style-type: none"> <li>❖ Summer Camp programs (Camp Catch-Up)</li> <li>❖ Summer EL Programs</li> <li>❖ Summer High School Math Programs</li> </ul>	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$22,500
Funds will be used to streamline the SST Process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504 Plan.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$6,500
LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$850
Leadership trainings and character education which are critical components of the Whole Student Formation will be provided to students throughout the year.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$18,500
Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects.	K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$4,200

<p>In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (ILP) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.</p>	<p>K-12</p>	<p><u> X </u> ALL            -----            OR:            ___ Low Income pupils ___ English Learners            ___ Foster Youth ___ Redesignated fluent English proficient ___ Other            Subgroups:(Specify) _____</p>	<p>\$88,500</p>

**Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	<b>Goal 1:</b> Implementation of a school-wide Common Core aligned assessment system to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 __ 4 <u>X</u> 5 __ 6 __ 7 <u>X</u> 8 <u>X</u> COE only: 9 __ 10 __ Local : Specify _____
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	1) 85% of teachers will meet highly qualified criteria. 2) All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core 3) All students 3 <sup>rd</sup> -8 <sup>th</sup> will be assessed in ELA/Math using benchmark assessments 3 times per year 4) All students K-8 will be assessed in Reading at least 2 times per year; and annual growth targets will be developed 5) CAASPP Assessment in ELA and Math will serve to determine		Actual Annual Measurable Outcomes: 1) 85% of teachers will meet highly qualified criteria. – MET 2) All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core – LFCS TEACHERS DEVELOPED MATERIALS AND TRANSITIONAL MATERIALS WERE PURCHASED IN LIEU OF ADEQUATE PUBLISHED CURRCLUM BEING AVAILABLE. WE CONTINUE TO RESEARCH OUTSTANDING NEW CURRICULUM THAT HAS BEEN



	<p>baseline 6) 10<sup>th</sup> grade CASHEE assessment will serve to determine baseline as well.</p>		<p>VETTED AS BEING COMMON CORE ALIGNED AND EDUCATIONALLY SOUND. 3) All students 3<sup>rd</sup>-8<sup>th</sup> will be assessed in ELA/Math using benchmark assessments 3 times per year. - MET 4) All students K-8 will be assessed in Reading at least 2 -times per year; and annual growth targets will be developed. THIS GOAL PARTIALLY MET. 5) CAASPP Assessment in ELA and Math will serve to determine baseline. CASPP ADMINISTERED, NO SCORES YET RECEIVED 6) 10<sup>th</sup> grade CASHEE assessment will serve to determine baseline as well. BASELINE ESTABLISHED.</p>
<b>LCAP Year: 2014-2015</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<p>Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include:</p> <ul style="list-style-type: none"> <li>❖ Coursework for supplemental credentials</li> <li>❖ CLAD certifications</li> <li>❖ Coursework to become NCLB certified</li> <li>❖ Common core implementation training</li> <li>❖ Brain compatible classroom training.</li> <li>❖ New Teacher training and mentoring.</li> </ul>	\$12,000	<p>Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include:</p> <ul style="list-style-type: none"> <li>❖ Coursework for supplemental credentials</li> <li>❖ CLAD certifications</li> <li>❖ Coursework to become NCLB certified</li> <li>❖ Common core implementation training</li> <li>❖ Brain compatible classroom training.</li> <li>❖ New Teacher training and mentoring.</li> </ul> <p>THIS GOAL HAS BEEN MET IN A VARIETY OF WAYS, THROUGH INDIVIDUAL TEACHERS BECOMING CLAD CERTIFIED, AND RECEIVING ADDITIONAL SUPPLEMENTAL CREDENTIALS. ALL STAFF HAS BEEN TRAINED IN COMMON CORE IMPLEMENTATION AT A VARYING LEVEL OF UNDERSTANDING. ADDITIONALLY ALL STAFF HAS BEEN TRAINED IN THE BASICS OF BRAIN COMPATIBLE CLASSROOM TECHNIQUES. NEW STAFF HAVE BEEN COACHED AND MENTORED SPECIFICALLY BY A COACH AND A LEAD TEACHER.</p>	\$8599
Scope of service:	K-12	Scope of service:	K-12
<u>X</u> ALL		<u>  </u> ALL	

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OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Transitional common core aligned curriculum & instructional materials will be purchased for ELA & Math (2014-15); For Science & History (2015-16)		\$45,000 \$25,000	Transitional common core aligned curriculum & instructional materials will be purchased for ELA & Math (2014-15); TIME WAS GIVEN FOR TEACHERS TO ALIGN AND DEVELOP CURRICULUM THAT WOULD ALIGN WITH CC STANDARDS. ANCILLARY MATERIALS WERE ALSO PURCHASES AS NEEDED IN LANGUAGE ARTS AND MATH For Science & History (2015-16) NO MATERIALS WERE PURCHASED FOR SCIENCE OR HISTORY, HOWEVER HS TEACHERS WERE GIVEN SPECIFIC TIME TO DEVELOP RESOURCES TO ALIGN WITH NGSS.		\$79,221
Scope of service:	K-8		Scope of service:	K-12	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School		\$2,000	IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP/SBAC Testing to Grades 3-8 and High School - THE ANTICIPATED NUMBER OF COMPUTERS NEEDED WAS NOT SUFFICIENT. THEREFORE ADDITIONAL COMPUTERS WERE PURCHASED TO PROVIDE ADEQUATE COVERAGE TO ADMINISTER THE CASSPP		\$7042
Scope of service:	K-8		Scope of service:	K-12	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

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LFCS will purchase new technology (Laptops & Thin Clients Desktops) for student use w/assessments, academic support, instruction, and conducting academic research.		\$2,500 \$12,840		\$54,750
Scope of service:	K-12		Scope of service:	K-12
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Upon reflection of our goals and actions in this area, the greatest area of change was that of needing more technology. It is anticipated that in the future this will be the largest need for administration of the mandated testing. Additionally, in order to provide adequate resources that are CC aligned we will continue to research outstanding programs that not only claim to be cc aligned, but are proven to actually be appropriately developed resources for our programs. We anticipate implementing a new math program K8 this year, as well as a writing program and a keyboarding program. Other content areas will be researched this year for future implementation.		
Original GOAL from prior year LCAP:	<b>GOAL #2:</b> To improve student achievement, students will receive instruction by teachers who participate in ongoing Professional Development on 21stCentury instruction; Common Core State Standards (CCSS).		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including CCSS in Math, ELA, and brain based, research proven strategies.</li> <li>With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually determined by CELDT</li> <li>Increase EL Reclassification Rates by 5% annually</li> <li>Students with Disabilities will meet annual IEP Goals</li> <li>Administer annual staff surveys</li> </ol>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including CCSS in Math, ELA, and brain based, research proven strategies. MET</li> <li>With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually determined by CELDT THIS DATA HAS NOT BEEN VALIDATED YET</li> <li>Increase EL Reclassification Rates by 5% annually THIS DATA HAS NOT BEEN VALIDATED YET</li> <li>Students with Disabilities will meet annual IEP Goals THIS DATA HAS NOT BEEN VALIDATED YET</li> <li>Administer annual staff surveys. MET</li> </ol>
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services			Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development for all teachers & admin will be provided in the following arenas: ❖ Brain Compatible Strategies ❖ Developing Benchmark Assessments ❖ Common Core Implementation ❖ EL Strategies		\$15,230		\$11,450
Scope of service:	K-12		Scope of service:	K-12
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data and implement plans of action to improve student achievement.		\$8,153	THROUGH OUT THE SCHOOL YEAR ON A MONTHLY BASIS 9-12 STAFF WERE GIVEN ADDITIONALLY PLANNING TIME TO DEVELOP PROGRAMS, ANALYZE DATA AND PLAN AS TEAMS. ADDITIONALLY 5-8 TEAMS WERE GIVEN PLANNING TIME EACH SEMESTER. ALL GRADE LEVEL TEAMS RECEIVED TRAINING THROUGHTOUT THE YEAR IN A VARIETY OF AREAS RELATING TO TECHNOLOGY, TEACHING STRATEGIES, COMMON CORE, LESSON PLANNING AND CLASSROOM MANAGEMENT. A WEEK OF TRAINING OCCURS FOR ALL STAFF PRIOR TO THE FIRST DAY OF SCHOOL. DURING THE SUMMER AP HS STAFF ATTEND TRAINING SESSIONS. OTHER STAFF ATTEND RELATED TRAININGS AS IT IS POSSIBLE.	\$8,459
Scope of service:	K-12		Scope of service:	K-12
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

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LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc.	\$3,000	LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal, etc. EXPENSES EXCEEDED PROJECTION	\$3,664
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom.	\$500	Annual surveys will be created to inform staff and reflect on their knowledge in implementing the common core curriculum in the classroom. MET	\$500
Scope of service: K-12		Scope of service: K-12	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
EL expenditures to include CELDT Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners.	\$25000 \$3000	EL expenditures to include CELDT Testing, Testing Coordinator salary. MET Resources needed to develop benchmark assessments for EL Learners. STILL IN PROCESS	\$36,550
Scope of service: K-12		Scope of service: K-12	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Professional Development for all teachers on ELA Frameworks will be provided to insure our reclassification goal is met.	\$3,153		\$3250
Scope of service: K-12		Scope of service: K-12	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's	\$3,077	A full time EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's MET	\$28,358
Scope of service: K-12		Scope of service: K-12	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The collection of data to ensure programs are being effective is not solid enough. #2, 3 and 4, are good goals, however, determining a meaningful way to collect the data that makes sense is not in place. Those three goals may need to be crafted differently. In the future a greater effort will be made to ensure data collection is much more intentional. While the goal is to reclassify our EL students, we do not want to appear to be “quick” to reclassify to produce a statistic when not in the best interest of a student’s educational progress or support. As it stands with goal #2:44% of our EL students increased at least one proficiency level. #3: The percent on this goal are not reflective of our progress since our standard metric has been changed from the STAR scores. Our new metric is more detailed requiring a greater standard for proficiency for reclassification. For that reason it appears that our reclassification rates are diminishing:                  2012-2013: 50 Reclass out of 436 total ELLs = 11% of EL pop reclassified                  2013-2014: 34 Reclass out of 446 total ELLs = 8% of EL pop reclassified (down 3%)                  2014-2015: 20 Reclass out of 456 total ELLs = 4% of EL pop reclassified (down 4%)                  Additionally, observation of our EL teachers in action should be more intentional.                  The numbers for our SPED goal as well is a more complicated metric. In flat numbers it appears that 49% of all SPED students made progress on at least one goal. However, the measuring of each student’s completion of their goals is a more complex formula than a flat %. We are developing a more telling way to record progress for the upcoming year. It will be necessary to allocate more funding for SPED support. It is also anticipated that ongoing intentional staff development will continue to be a</p>		

		strong focus of LFCS.	
Original GOAL from prior year LCAP:	<b>GOAL #3:</b> Engage parents through education, communication, and collaboration to promote student academic success & engagement.		Related State and/or Local Priorities: 1__ 2_X 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	1) Work with stakeholders to develop a strategic plan to strengthen parent involvement by 10% annually. 2) Host at least 4 parent education workshops & trainings while collecting baseline data for parent level of participation.	Actual Annual Measurable Outcomes:	1) Work with stakeholders to develop a strategic plan to strengthen parent involvement by 10% annually. 2) Host at least 4 parent education workshops & trainings while collecting baseline data for parent level of participation. MET
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Funds will be used to work with stakeholders to develop a Strategic Plan to strengthen Parent Involvement & create leadership roles	\$4,000	Funds will be used to work with stakeholders to develop a Strategic Plan to strengthen Parent Involvement & create leadership roles LFCS HAS A STRONG PARENT CONNECTION AND HAS WORKED WELL WITH OUR PARENT ORGANIZATION TO DEVELOPMENT A CONTINUM OF LEADERSHIP.	\$2250
Scope of service:	K-12	Scope of service:	K-12
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Costs associated with hosting parent workshops & trainings: ❖ Common Core 101 ❖ How to interpret assessments ❖ CST Scores ❖ How to navigate the public school system	\$1500	4 PARENT CONNECTION MEETINGS WERE HOSTED WITH A VARYING NUMBER IN ATTENDANCE. ADDITIONALLY SEVERAL PARENT ENGAGEMENT OPPORTUNITIES WERE DEVELOPED ACROSS THE GRADE LEVELS WHICH PROVIDED OPPORTUNITIES FOR PARENT EDUCATION AND PARTICIPATION.	\$1678

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Other parent related topics of concern				
Scope of service:	K-12		Scope of service:	K-12
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Funds will be used to pay for translators to attend parent teacher conferences/parent engagement activities, and translate pertinent paperwork sent home with students		\$1500	TRANSLATORS WERE USED DURING PARENT CONFERENCES, HOWEVER PARENT VOLUNTEERS ALSO SERVED AS TRANSLATORS FOR A VAREITY OF EVENTS IN WHICH NO EXPENSE WAS INCURRED.	
Scope of service:	K-12		Scope of service:	K-12
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		While LFCS has a strong parent community, it is difficult to get parents informed on matters that are important to the charter movement. Informed parents suggested using a variety of media ways to get the information to unaware parents. We will be considering many of these options in order to connect with all families most effectively.		

Original GOAL from prior year LCAP:	<b>GOAL #4:</b> To provide all students with a safe well-maintained facility and a positive learning climate that supports the academic, socials, emotional and physical needs of all students.	Related State and/or Local Priorities: 1__ 2_ <u>X</u> _ 3__ 4_ <u>X</u> _ 5_ <u>X</u> _ 6_ <u>X</u> _ 7__ 8_ <u>X</u> _	
		COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: All Students	



Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1) All students will receive instruction in facilities that are safe, secure, clean and well maintained.</li> <li>2) 90% of Grade K-8 students will participate in quarterly community service projects.</li> <li>3) 90% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project.</li> <li>4) 90% of LCHS Seniors will participate in a Service Learning Project &amp; assessed by a clearly defined rubric.</li> <li>5) Decrease the number by 6% of students missing 18 days or more.</li> <li>6) Identify students for academic intervention &amp; provide an Individualized Learning Plan (ILP) for each student , K-8</li> <li>7) Identify Students 9-12 for academic intervention &amp; provide an Individualized Learning Plan (ILP) thru the LCHS Academy program.</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1) All students will receive instruction in facilities that are safe, secure, clean and well maintained. MET</li> <li>2) 90% of Grade K-8 students will participate in quarterly community service projects. MET</li> <li>3) 90% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project. MET</li> <li>4) 90% of LCHS Seniors will participate in a Service Learning Project &amp; assessed by a clearly defined rubric. 100% OF SENIORS</li> <li>5) Decrease the number by 6% of students missing 18 days or more. DATA NOT ANALYZED FOR THIS YEAR</li> <li>6) Identify students for academic intervention &amp; provide an Individualized Learning Plan (ILP) for each student, K-8. THE RTI PROCESS REPLACED THIS</li> <li>7) Identify Students 9-12 for academic intervention &amp; provide an Individualized Learning Plan (ILP) thru the LCHS Academy program. MET, RTI ALSO REPLACED THE ILP.</li> </ol>
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**LCAP Year: 2014-2015**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review implementation, and developing policies to increase student attendance.	\$42,013	A school wide Attendance review policy will be implemented. Funds will be used to conduct training of staff, meetings to review implementation, and developing policies to increase student attendance. LFCS HAS MINIMAL CHRONIC ABUSES OF SCHOOL ATTENDANCE. STAFF HAS BEEN TRAINED AND A SCHOOL WIDE PROGRAM IS BEING DEVELOPED TO BE MORE EFFICIENT AND EFFECTIVE	\$3685
Scope of service:	K-12	Scope of service:	K-12
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
LFCS will provide targeted academic intervention at no cost to families over the summer, to include: ❖ Summer Camp programs (Camp Catch-Up)	\$10,134	ALL OF THESE PROGRAMS WILL BE ONGOING THROUGHOUT THE SUMMER MONTHS	\$10,134

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❖ Summer EL Programs ❖ Summer High School Math Programs.				
Scope of service:	K-12		Scope of service:	K-12
<u>X</u> ALL			<u>  </u> ALL	
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
Funds will be used to streamline the SST Process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504 Plan.		\$6,230	THE SST PROCESS HAS TRANSITIONED INTO THE RTI PROCESS. ADDITIONALLY SPECIAL EDUCATION SERVICES ARE IMPLEMENTED AS NEEDED AS IDENTIFIED IN AN IEP OR RTI. COMMUNICATION WITH PARENTS IS ONGOING THROUGHOUT THIS PROCESS.	
Scope of service:	K-12		Scope of service:	K-12
<u>X</u> ALL			<u>  </u> ALL	
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement.		\$2,230	LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement. MET	
Scope of service:	K-12		Scope of service:	K-12
<u>X</u> ALL			<u>  </u> ALL	
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
Leadership trainings and character education which are critical components of the Whole Student Formation will be provided to		\$0	Leadership trainings and character education which are critical components of the Whole Student Formation will be provided to	
				\$17,228

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students throughout the year.			students throughout the year. MET		
Scope of service:	K-12		Scope of service:	K-12	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects.		\$12,230	Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects. MET		\$4,021
Scope of service:	K-12		Scope of service:	K-12	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (ILP) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.		\$35,000	In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (ILP) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals. THE RTI PROCESS HAS REPLACED THE ILP. ALL OTHER ASPECTS OF THIS GOAL HAVE BEEN MET.		\$79,929
Scope of service:	K-12		Scope of service:	K-12	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		While poor attendance is not a major chronic problem at LFCS, it is important to develop a more efficient manner of monitoring chronic absences at the K8 level. Additionally, continuing to develop strong programs that provide positive practices for handling difficult situations among students regarding behavior and a positive school culture will be ongoing. Specific strategic staff will be trained in strategies to support the idea of a “joyful” school community.			

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>376,539.00</u>
These funds provided services in the way of professional development for teachers and support staff and providing coverage for teachers while off campus for training. Also included were funds for a full time EL (language support) coordinator, EL training for staff, workshops for parents of EL students and the cost for related instructional materials. Funds were expensed for staff and materials to provide targeted intervention, leadership training and attendance review. In addition, significant technology was purchased, more than three times the originally budgeted amount in the 2014-15 LCAP. Counseling and related training and services we provided to address specific student needs related to and including mental health.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.60	%	The 2014-15 supplemental grant amount is calculated to be \$297,786 and the minimum proportionality is 2.85% in relation to the base funding. LFCS expensed \$376,539 to provide services to low income, foster children and our English learners population, equaling 3.60% of the base funding.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
  
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
  
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
  
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
  
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]

**APPENDIX C**  
*Educational Program*



## LEARNING HAPPENS AT LITERACY FIRST CHARTER SCHOOLS!







**Liberty Charter High School**  
**August 24, 2015 – June 15, 2016**  
 School Starts: 8:15 - 3:30



*August 18<sup>th</sup> and August 19<sup>th</sup> – Parent Orientation @ 6:30 – All Literacy First Academies Students K-8 (PA, JA, LA) by Alphabet (mandatory for all parents)  
 Kindergarten Get Acquainted – August 21<sup>st</sup> @ 3:30*

**CALENDAR**

**Student Attendance Dates**

**Quarters – Beginning and Ending Dates**

<b>1<sup>st</sup> Quarter</b>	August 24 – October 23
<b>2<sup>nd</sup> Quarter</b>	November 2 – January 22
<b>3<sup>rd</sup> Quarter</b>	January 25 – April 8
<b>4<sup>th</sup> Quarter</b>	April 11 – June 15

**H – Holidays and School Breaks**

Labor Day	September 7
1 <sup>st</sup> Quarter Break	October 26 – November 1
Thanksgiving Break	November 25 – 29, 2015
Christmas Break	December 21 – January 4, 2016
Martin Luther King	January 18, 2016
2 <sup>nd</sup> Quarter Recess	February 12 – 16, 2016
Easter Break	March 25 – April 3, 2016
3 <sup>rd</sup> Quarter Recess	May 27 – May 30, 2016

<b>M – Modified Days</b> <i>School Dismissed</i> <i>11:30@ PA &amp; LB</i> <i>11:45 @ JA</i>	<b>First and third Fridays or as noted:</b> 9/4, 9/18, 10/2, 10/16, 11/20, 12/4, 12/18 1/15, 2/5, 2/19, 3/4, 3/18, 5/6, 5/20, 6/3, 6/15
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<b>M – Modified Days</b> Parent Conferences Professional Growth <i>School Dismissed</i> <i>11:30 PA &amp; LB; 11:45 JA</i>	November 4 – 6 January 27 – January 29 April 13 – April 15
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<b>Special Events</b>	<b>Back to School Nights:</b> 8 <sup>th</sup> Grade Moving Up: June 14 LFCS JA: 9/1      LFCS PA: 9/10      LFCS LA 9/8 <b>Veteran’s Day Celebration:</b> 11/11 <b>Spring Open Houses</b> LFCS LA: 3/15      LFCS JA 3/10      LFCS PA 3/8 <b>8<sup>th</sup> Grade DC Trip: 3/11 - 18</b>
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*School Calendar July 1, 2015 - June 30, 2016 181 School Days 156 Full Days/25 half days*

<p><b>Beginning of the Year Parent Orientation</b>  <i>August 20<sup>th</sup> – Parent Orientation @ 6:30 – For Parents of any Liberty Student 9 – 12</i>  <i>Student Orientation August 14<sup>th</sup> @ 1pm</i>  <i>(mandatory for all students, must be in prescribed dress for photo)</i></p>	
<b>CALENDAR</b>	<b>Student Attendance Dates</b>
<b>Semester – Beginning and Ending Dates</b>	
<b>Semester 1</b>	August 24, 2015 – January 22, 2016
<b>Semester 2</b>	January 25, 2016 – June 15, 2016
<b>H – Holidays and School Breaks</b>	
Labor Day	September 7
1 <sup>st</sup> Quarter Break	October 26 – November 1
Thanksgiving Break	November 25 – 29, 2015
Christmas Break	December 21 – January 4, 2016
Martin Luther King	January 18, 2016
2 <sup>nd</sup> Quarter Recess	February 12 – 16, 2016
Easter Break	March 25 – April 3, 2016
Memorial Day	May 27 – 30, 2016
<b>M – Modified Days</b> <i>School Dismissed</i> 8:15 – 11:50	<b>First and third Fridays or as noted:</b> 9/4, 9/18, 10/2, 10/16, 11/20, 12/4, 12/18 1/15, 2/5, 2/19, 3/4, 3/18, 5/6, 5/20, 6/3
<b>M – Modified Days</b> <i>Parent Conferences</i> <i>Professional Growth</i> 8:15 – 11:50  <i>Exam Days</i> 8:15 – 11:50	November 4 – 6 January 13 – January 15 April 13 – April 15  January 20 – 22 June 13 – 15
<b>Special Events</b>	<b>Back to School Nights: 9/3 Veteran’s Day Celebration: 11/11</b> <b>Spring Open House &amp; College Fair: 3/17 Graduation: 6/18</b>

65,240 Instructional minutes

School Calendar July 1, 2015 – June 30, 2016 181 School Days 151 Full Days/ 30 half days

<h1>WHY</h1> <h2>Mission</h2>	<h1>HOW</h1> <h2>Vision</h2>	<h1>WHAT</h1> <h2>Values</h2>
<p>Literacy First Charter Schools exists to:</p>  <p>nurture the whole child from Kindergarten through high school graduation by</p>  <p>igniting a passion for comprehensive LITERACY and</p>  <p>equipping them to wholeheartedly participate in their community</p>	<p>LFCS desires to shape:</p> <p><b>L</b> Literate, life-long learners</p> <p><b>I</b> Independent thinkers</p> <p><b>T</b> Technologically literate citizens</p> <p><b>E</b> Enthusiastic and highly qualified teachers</p> <p><b>R</b> Reliable assessments that provide students a productive educational experience</p> <p><b>A</b> Aspiring leaders who positively impact their community</p> <p><b>C</b> Community that understands and supports the mission of LFCS</p>	<p><b>NURTURE</b></p> <p>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</p> <p><b>IGNITE</b></p> <p>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</p> <p><b>EQUIP</b></p> <p>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</p>
<h1>LITERACY</h1> <p><i>the process of being educated, cultured, and having skilled abilities in multiple disciplines</i></p>		

**NURTURE**  
*Mission*  
*Literacy*



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

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

Literacy First Charter Schools

**LIT**

Technologically literate citizens

Independent thinkers

Literate, life-long learners

**ER**

*Vision*

Reliable assessments that provide students a productive educational experience

Enthusiastic and highly qualified teachers

**ACY**


Yearly fiscal sound budget

Community that understands and supports the mission of LFCS


Aspiring leaders who positively impact their community

**LITERACY**

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



# 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



## Values


*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*

# LITERACY

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



## LITERACY FIRST CHARTER SCHOOLS LIVING LCAP

*These are our LFCS K12 Goals for school year 2015-16 including our own philosophy statements from our charter*

**T – teachers trained**  
**A – academic accountability**  
**P – Parents connected**  
**S – Students protected**

### **GOAL # 1**

Students will receive instruction by teachers who participate in ongoing Professional Development on 21<sup>st</sup> Century instruction; Common Core State Standards (CCSS) including all developed content frameworks because at LFCS:

*All staff is invested in the success of each individual*  
*Nurturing the whole child is regarded as the norm, not the exception*  
*Children are embraced as unique and creative individuals*

### **GOAL #2**

Implement a school-wide transitional Common Core aligned assessment system to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards because we believe that:

*Literacy includes culture and language*  
*Educational Success is expected for all students*  
*Research proven methods and techniques are employed*  
*Technology is integrated into the school routine*  
*Children are embraced as unique and creative individuals*

### **GOAL #3**

Engage parents through education, communication, and collaboration to promote student academic success & engagement we recognize the relationship between parents connection and student achievement we believe that:

*Parents are valued as an integral part of the “team”.*

### **GOAL #4**

To provide all student with a safe well-maintained facility and a positive learning climate that supports the academic, socials, emotional and physical needs of all students in order that:

*All children are known*  
*Educational success is expected for all students*  
*Children are embraced as unique and creative individuals*

**Finally, education is viewed as a process, not a product.**

## ***Grade Level Mission Statements - Literacy First Charter Schools***

### **Kindergarten**

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

### **1<sup>st</sup> 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.

### **2<sup>nd</sup> 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.

### **3<sup>rd</sup> 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.

### **4<sup>th</sup> Grade**

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

### **5<sup>th</sup> Grade**

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

### **6<sup>th</sup> 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.

### **7<sup>th</sup> 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.

### **8<sup>th</sup> 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.



## 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.

3. Equip students with balanced, comprehensive, and problem centered mathematics, 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

- Animals: farm animals, slimy animals, ocean animals, zoo animals.
- Wood: Properties, and usage
- Trees and Plants: Structure, growing process, usage.

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 bases
- 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

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.

## 1<sup>st</sup> 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

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.

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.

## 2<sup>nd</sup> 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
- Leif Fearn writing curriculum
- 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
- Scantron 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

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

## 3<sup>rd</sup> 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.”*

The broad mission of Literacy First Charter Schools, Inc. is to equip students age K-12<sup>th</sup> 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 hold jobs in 3<sup>rd</sup> 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.

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 balanced, comprehensive, and problem centered mathematics, 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.

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.

## 4<sup>th</sup> 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-12<sup>th</sup> 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

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 balanced, comprehensive, and problem centered mathematics, 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

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 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.



## 5<sup>th</sup> 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 balanced, comprehensive, and problem centered mathematics, 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 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.

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

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. 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.

## 6<sup>th</sup> Grade

### Mission Statement:

“Our sixth grade 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.”

#### 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 stories, core literature, and nonfiction pieces during each of their main content courses. Students gain cultural knowledge about other societies/communities through research and interactions within our culturally diverse classrooms and gain artistic skills through art lessons and field trips designed specifically to promote well-rounded literacy and exposure to various cultures within each student. 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 provide 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 that each student is continually learning from each piece of writing they create. Strong public speaking skills are also developed during the school year through student participation in the speech standards for 6th grade. 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 students’ 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 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.

4. Provide real life learning experience through 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.. Whether students are donating items for needy families, raising money to build schools in Ecuador, rallying with various NPO's to gather supplies for countries in Africa, or writing letters to our local military men and women overseas, they are making a connection between the character trait/lesson they are learning in school with the real world. Field trips also allow students to make real world connections. By giving students the opportunity to explore outside the school setting, they are able to connect to concepts in a new way and make discoveries that may not have occurred otherwise. For example, attending a symphony shows students how music is orchestrated compared to simply hearing the notes on a CD and hiking through the mountains at camp allows the students to experience nature and corresponding grade level science lessons hands-on.

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 teacher. Online Scantron tests, 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. The program Gradekeeper allows 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. This allows teachers and students to enjoy a positive and productive learning environment while effectively assessing students as well.

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.

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 create Playdough models to visually interpret how the setting of a story can influence the plot. Students develop and showcase models of the architecture and artifacts of ancient civilizations for their History Night at the Museum. They have the opportunity to develop, conduct, and present their own science investigations for the sixth grade Science Fair. 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 tribe 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 to “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, raising money to build schools in Ecuador, rallying with various NPO’s to gather supplies for countries in Africa, 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 field trips to the San Diego Symphony and local CYT productions. In history, students are engaged in frequent discussions and activities related to the past, present, and future of government and social issues, inspiring them to actively consider how they can be active citizens for positive change.

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 Reminds (texts), phone calls, personally (daily at pickup), and email. Back to School Night, Open House, and parent-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 presenting 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. 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.



## 7<sup>th</sup> 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:

Mathematical tasks for students in class and in homework are the primary vehicle for student engagement with the mathematical concepts to be learned. The key mathematical goals are elaborated, exemplified, and connected through the Problems in an Investigation.

Students will maintain a mathematics vocabulary log, which will provide a verbal representation, algebraic representation, and mathematical representation of mathematics vocabulary.

Ideas are explored through these mathematical tasks in the depth necessary to allow students to make sense of them.

Students grow in their ability to reason effectively with information represented in graphic, numeric, symbolic, and verbal forms and to move flexibly among these representations to produce fluency in both conceptual and procedural knowledge.

Students are encouraged to share various approaches to problem solving and support their strategy

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.
- 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 are provided a problem-centered mathematics promoting an inquiry-based teaching-learning classroom environment. Mathematical ideas are identified and embedded in a carefully sequenced set of tasks and explored in depth to allow students to develop rich mathematical understandings and meaningful skills.

The California Common Core State Standards for Mathematics and the Standards for Mathematical Practice are embedded within the program, allowing students to grow in their ability to reason effectively with information represented in graphic, numeric, symbolic, and verbal forms and to move flexibly among these representations to produce fluency in both conceptual and procedural knowledge.

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.

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. Create

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...

- 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 programming. etc.)
- o Recycling in all 7th grade classrooms.
- o Make paper using recycled paper to learn about the importance of recycling to commemorate Earth
- o 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.
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.
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
- 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.

- 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
- 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)

## 8<sup>th</sup> 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.

**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.
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).

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 will be extensive writing. 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-8<sup>th</sup> grade. 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 units, prepare posters, outlines and create chronologies. Students will write about the contributions of great creators in the arts and their reactions to various act 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**

Mathematics at LFCS will utilize the California Mathematics State Standards and Framework.

Elementary school students at LFCS will benefit from focusing on developing their understandings and skills in ways that produce life-long mathematical power. When students are engaged in a “balance” of mathematics activities, they can succeed where it counts: in applying their math skills and reasoning ability to solve real-life problems requiring mathematical solutions.

The main focus will emphasize the application of mathematics to real-world situations. Numbers, skills, and mathematics concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday life.

LFCS students are encouraged to explain and discuss their mathematical thinking. Opportunities to verbalize their thoughts and strategies will give LFCS students the chance to clarify their thinking and gain insights from others.

By providing a balanced math program we are ensuring that our students receive the full range and balance of mathematical understanding and skills necessary to tackle challenged areas of focus and the new math common core standards.

LFCS students will:

- Build computational skills
- Develop mathematical reasoning and problem-solving abilities
- Deepen conceptual understanding
- Demonstrate understanding in a variety of assessment formats based on the California standards (common core) framework

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 California common core standards and grade level benchmarks.

The goal of the LFCS mathematics program is to incorporate the following:

- A program that moves from nearly exclusive emphasis on naked number calculation to developing conceptual understanding and problem-solving skills in arithmetic, data, probability, geometry, algebra, and functions.

- A program that links past experiences to new concepts and provide for ongoing, spaced review.
- A program that makes considerable use of partner and small-group activities.
- A program that includes hands-on activities and explorations throughout the K–6 program.
- A program that builds fact power through daily oral practice, conceptual activities, and games.
- A program that encourages use and sharing of multiple strategies.
- A program that provides a wide variety of assessment opportunities.
- A program that encourages home-school partnerships.
- A program that provides hands-on experiences, which emphasize the students’ understanding of mathematical concepts, procedures, 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.
- A program that builds toward future math success due to enduring understanding of mathematical concepts and practices.
- A program that provides opportunities, encouragement, and support for writing, reading, and listening in mathematics. Students communicate to learn mathematics, and they learn to communicate mathematically, student learn to construct a written mathematical argument.
- A program where teachers will be familiar with and use the expectations from the California Mathematics State Standards and Framework. Teacher will build capacity and develop an understanding of the standards and framework through ongoing professional development.
- A program where the Standards for Mathematical Practices are prominent, included in curriculum and instruction.

### **Science**

In order to better prepare out students for the challenges of the 21<sup>st</sup> 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 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 computers. The students will use these computers 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 computer graphics and spreadsheet software. Online programs and resources will be used regularly to augment our rich school program

## **VI. Arts 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 defines an arts education program built around ten essential ideas:

1. The arts are core subjects.
2. Arts instruction encompasses four components.
3. The arts enrich and are enriched by the other subjects.
4. The arts promote creativity, thinking and joy.
5. The arts offer different ways to make meaning.
6. The arts reflect and influence cultures.
7. The arts promote aesthetic literacy.
8. Assessment is inherent in the arts.
9. Technology expands the arts.
10. The arts prepare students for full participation in society.

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.

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. Assign mandatory programs (e.g. participate in Cinco de Mayo, President's Day, etc.) Emphasize the importance of costumes in every performance.
3. Set up school art Galleries (i.e. auditorium, Pavilion etc.) providing more space for exhibits.
4. Provide more art exposure for all grades.
5. Sponsor Local Art Show (e.g. LFCS students with local artists).
6. Organize Fall and Spring Arts Festivals and/or Annual Talent Show.
7. Where possible, display students' art at local banks, businesses, restaurants, adopt-a-business.

This program is in continuing development.

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 4<sup>th</sup> grade in the 3<sup>rd</sup> quarter. School wide art shows occur at our Spring Open House events as well. 7<sup>th</sup> grade also has an art show to display their art work in the 4<sup>th</sup> quarter of the school year.

*School wide assembly 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 the our 5<sup>th</sup> 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. 6<sup>th</sup> grade hosts a "Night at the Museum" event that showcases student projects in ancient history by way of the arts, dance, music, writing, foods, costumes, and essay presentations. The 7<sup>th</sup> grade "Science Fair" event provides a similar opportunity with the content focus on the sciences. 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. 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.

School Year 2015-16 K8 productions:

JA – Lion King musical

PA – Charlie Brown, It's America

LA – We, the People

**At the high school:**

A variety of art classes are offered as indicated in our course offering list. This includes standard and 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* 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, "Cash on Delivery".

Our *Fine Arts Evening* event occurs annually: this allow any student to participate. Students art work is displayed, flat art, photographic arts, 3D art. Performances include musical groups, solos, dancing and mime (all determined on student talent pool and choice).

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.

**VII. 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 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.

Andy Andrews, The Junior Traveler’s Journey and other Andrews related resources.

#### *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.

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, Katrina victims, collecting food and gifts for needy families, baking goods for seniors, visiting senior homes, and writing notes and cards to soldiers.

### **VIII. 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 heavier 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.

Physical Education at Literacy First is a high quality, rigorous, challenging, and fun California Content Standards based program. A safe and positive learning environment is provided where students can reach their highest level of academic and wellness potential. Physical education is an integral part of the total educational process. Students are given the opportunity to develop physically, mentally and socially through the use of physical activity. Proven methods of instruction empower students to achieve the skills, knowledge and physical fitness that will allow them to maintain an active and healthy lifestyle as adults.

All full time Physical Education teachers have completed the *3 Day Common Core in Physical Education Institute* hosted by the SDCOE and Paige Metz.

## **IX. Library Science**

LFCS has developed a library at the Primary Academy and at Liberty Academy. Space at the Junior Academy has not allowed for the development of a library. 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. Families are also able to donate books to our library using the "birthday book" club where a student donates a book with their name in it on their birthday. Eventually, we anticipate an after school library club. Or 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.



A full-time certificated, computer proficient library/media teacher collaborates in advance to determine themes, related concepts and skills, methods of lesson delivery, resources used, questions to be posed to children and research ideas. Library skills will be taught in the context of the curriculum.

**CHARACTER Education and Leadership**

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.

## Monthly Character Traits

<b>August</b>	<b>Responsibility</b>
<b>September</b>	<b>Respect</b>
<b>October</b>	<b>Courage</b>
<b>November</b>	<b>Trustworthiness</b>
<b>December</b>	<b>Caring</b>
<b>January</b>	<b>Justice</b>
<b>February</b>	<b>Honesty/Love</b>
<b>March</b>	<b>Fairness</b>
<b>April</b>	<b>Hope</b>
<b>May</b>	<b>Citizenship</b>
<b>June</b>	<b>Loyalty</b>

## **LCHS 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.
  - d. Seniors are responsible for completing a year long course building a senior project and culminating in an exhibition demonstrating their literacy skills based on a research topic of their choice.
  - e. 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 programs include: SRA, easyCBM fluency, and Read Naturally.
  - f. English Language Learners work within the academy for three 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 physical and 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.

- i. EL programs include: *Reading for Today* and *Winston Grammar*.
  - 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. All high school literacy work 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. Community mentorship is part of this experience.
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: Scantron reading comprehension interactive test, easyCBM fluency readings, and leveled SRA materials. All records are kept on a shared google document.
- b. Assessment of reading skills at high school level are being developed (in the same way that Smarter Balance is still in the development phase). Teachers use pre and post assessments to measure student growth.
- c. The English department incorporates a school-wide independent reading program where students monitor their pages read per week and the number and complexity of books read. Student goal setting and reflections in google docs along with book talks with teachers help students assess their growth in this area.

**2. Writing:**

- a. 10 leveled articulated scoring guides are being developed. Students have the opportunity, no matter the course in which they are enrolled, to move through these levels as quickly as possible. This means that progress can be clearly monitored and both teacher and student know what to work on next. This information is shared and used not only in the English department, but across the school. 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.
- b. Scantron language arts interactive assessment testing measures students' knowledge of grammar, sentence, and essay structure.

**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 in their Senior Exhibition. Students set goals, rate themselves and reflect on progress. The Senior Exhibitions are judged by a panel.
  4. In order to measure student growth in regards to our **ESLRs**, the English department participates in two ways:
    - a. First, with the rest of the school in having students evaluate themselves in regards to the ESLRs on an English project and turning that project with the ESLR evaluation in to a specified file.
    - b. Second, by collecting all ESLR projects in that file from across student classes and helping students to evaluate their skills and write a reflection about their growth and goals for the next semester.
- 4. Nurture a spirit of patriotism as American principles and history are presented through multicultural project oriented and literature based learning**

**HOW:**

1. 9th grade
    - a. Explores multicultural literature through the lens of Sandra Cisneros in *House on Mango Street*. Through this text, students learn about what it means to have a “voice” in America, whatever the culture, whatever the economic status. Honors also explores the African American experience through *The Autobiography of Miss Jane Pittman*.
    - 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 multicultural novels, such as *The Book Thief*, *To Kill a Mockingbird*, and *Animal Farm*. 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 is American lit and centers on 4 central questions including what is an American, what are our roles and responsibilities, what is the American dream, and inherent tensions in an American society.
    - b. AP Language and Composition focuses on nonfiction and includes many speeches from presidents and other famous people throughout American history. The independent reading program in this course focuses on American literature. Building the 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.
- 5. Create an excitement and anticipation for learning that will enable students to become disciplined and self reliant learners**

**HOW:**

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. **Independent Reading Program:** Students, through self-choice, data analysis, and self-reflection are excited to watch their independent reading experiences grow. 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: Romeo and Juliet Pyramid Project--students work in teams self-choosing from a variety of possible activities. They are “paid” with points according to their final project.
  - b. 10th grade: With each of the three novels, students engage in intense Socratic seminars that challenge their critical thinking and allow them to dialogue about how the issues of the text relate to their own lives.
  - c. 11th grade: Portfolios that showcase student skills and growth.
  - 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.
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., the Responsibility Essay 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 Yes Tests, 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 mentors from community and professional spheres to assist in crafting their research projects. Once passed a Yes test, students are ensured a complete experience in creating a collegiate-level research paper. Students are judged on their exhibitions by members of the community.
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. **ERIA (2012-13):** The entire English department staff at that time attended these trainings which in turn birthed our academy intervention program for below grade level readers and writers. Multiple days of training together created an environment where transformation could occur.
2. **Socratic Seminars (January 2014, January 2015).** Two teachers attended this day-long training in 2014 and then whole English department (minus one) plus a couple other teachers attended in 2015. The opportunity to train together created a common dialogue for us to build this into the beginning of a solid part of our program.
3. **Writing:**
  - a. Provided BY the English department in 2013-14: 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 2014-15.
  - 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.
4. **Quantum Learning:**

5. **Rick Morris:** The English department, along with the rest of the LFCS staff attended two trainings by Rick Morris, a “guru” in the area of classroom efficiency.

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.
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. **Websites:** 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.
  - b. **Use of googledocs:** Much work is done on googledocs so that hard copies are not needed saving on paper and printing
    - i. All students keep a googledoc going the the whole year to record their independent reading and reflections.
    - ii. Some essays are done on googledocs and hard copies are not needed.
    - iii. Many handouts are shared through googledocs 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
  - c. SRA Specific Skill Books
  - d. Longman Reading and Writing books
  - e. Substitutes for monthly release time and for professional development training.
  - f. Investment in a high school level reading comprehension test (Gates MacGinitie)



## **Grade 6 - 12 Social Science** *Mission Statement*

### **Our Vision**

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 Mission**

- 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.
- To emphasize knowledge and understanding of historical, political, economic, and social issues of our world, our nation, and our community.
- To provide necessary support for the student, we commit to increasing levels of parent engagement, by utilizing interactive websites, including parents in cross curricular projects, and by using technology for direct communication.

## **Math Department**

### ***Mission Statement***

#### Our Mission

**How:** 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 each mathematics class at Liberty/Literacy is meant to help ensure equity and excellence in mathematics for all students, to promote change by raising expectations for students learning, and to utilize a coherent mathematical curriculum that links ideas as well as builds on them to develop a deeper understanding of mathematics.

#### **Specific Educational Objectives:**

1. All students will be able to reason and communicate proficiently in mathematics. They will have knowledge of and skill in the use of the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics, including the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency.
2. The California Common Core State Standards for Mathematics and the Standards for Mathematical Practice are embedded into each mathematics course
3. Students will grow in their ability to reason effectively with information represented in graphic, numeric, symbolic, and verbal forms and to move flexibly among these representations to produce fluency in both conceptual and procedural knowledge. Students will explain and justify their reasoning to accurately explain their thoughts.
4. Courses emphasize reading, problem-solving, everyday applications, and the use of calculators, computers, and other technologies. Students are instructed in proper calculator use; they know how to read information from the calculator and how to input information to the calculator. Class time is used to show students online tools that will help them work independently. Students are taught how to find information on their own using the technological tools at their disposal.
5. Purposeful planning to make lessons relevant and applicable to real-life situations. For example, when teaching simple interest loans, students will calculate the daily and annual interest on the national debt or real-life loan amounts.
6. Assessments reflect classroom learning. Assessment focuses on problem solving, understanding, and accuracy, not memory and speed. Students make corrections in order to better their understanding (failure leads to success!). Frequent assessments (formal and informal such as Plickers) provide opportunities for accountability. Student grades are available online. Work to develop study skills and strategies to create a productive learning environment. Video tutors available on teacher websites.
7. Patriotic math activities connect students to American history and current events. For example, the students will participate in President's Day activities.
8. We nurture a growth mindset, utilizing the work of Carol Dweck and Jo Boaler. Mindsets can predict math/science achievement over time and can contribute to math/science achievement discrepancies for women and minorities. Interventions that change mindsets can boost achievement and reduce achievement discrepancies.
9. We allow students the opportunities to demonstrate their understanding of our core values through the use of projects, providing accountability for deadlines, purposefully grouping students to develop leadership, and encourage alternative approaches to problem solving.
10. We are inspiring community participation by providing activities that are related to local, current events and creating activities that encourage parent/student engagement at open house.

11. Regular department meetings where current research pedagogy is presented, as well as periodic resources/ peer reviewed journals researching current advancements in mathematics teaching.
12. Information given on websites for parents to access for help and extra resources, videos for support and/or flipped classrooms. Periodic parent conferences and available office hours are provided for adult education options. Math department get together for a sense of camaraderie.
13. Regular department meetings where current research pedagogy is presented, common core training, as well as periodic resources/ peer reviewed journals researching current advancements in mathematics teaching.

## **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, by being a self-directed learner, by being a value conscious thinker, and by effectively communicating. The science department effectuates diverse learning practices by following the standards and frameworks as implemented by the state of California through 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 can motivate themselves and gain confidence in executing formal and informal communication, both written and oral, while participating in investigation and gathering of data to be presented.

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. We will do this through with the direction of the Next Generation Science Standards and the state science framework

#### *Specific Educational Objectives*

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

HOW:

- Use Science notebooks to integrate written communication.
- Hold high expectations for written responses on every science assignment.
- Teach students the accurate and precise language required of scientific writing.
- Teach students research skills needed to write research reports.
- 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 Scaffold information to 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, 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. Students write a 5-7 paragraph paper that connects the learning and addresses the essential question of the unit using evidence from labs, summaries, readings, videos, experiments, and discussions gathered along the way. 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 thoughtful dialogue. Dialogues focus on current issues raised in texts from magazine and newspaper articles, videos, and government policies.

**3. Equip students with balanced, comprehensive, and problem centered mathematics, science and technology concepts upon which future educational success is determined**

HOW:

Create a Prezi, 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 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 and dissecting a cow eye. *Create* ascaled geologic timeline. Use technology as a tool to demonstrate science concepts/knowledge using Prezi, lucid chart, and Google drawing, and Scratch. 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 fishing method as a solution to reduce the problem of by catch and reduce the impacts of human fishing 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:

Garden and donate grown food to the church food bank, recycle and donate funds to local preserves such as the Julian Wolf Foundation for the conservation of keystone species. Complete a community service project to commemorate Earth Day. Host guest speakers, such as parents, who work in science or health fields. 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:

In science 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 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.

Use formative assessment techniques 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 cow eyes, integrate computer programming using Scratch 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. 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:

In science students discuss the ethical issues in controversial topics such the developing field of genetics, the use of recyclables, the use of fossil fuels, 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. Organize and carry out clothing drive for the community.

Volunteer in monthly food drive located on campus through the church.

Plant and maintain 7<sup>th</sup> grade garden

Participates in monthly food drive in 7<sup>th</sup> and 8<sup>th</sup> grade

Participates in an 8<sup>th</sup> grade environmental cleanup and forward funds gained, if any, to the conservation of an endangered species

**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
- Use the quantum learning techniques
- Create a brain-compatible classroom
- Stay current on technology to enhance classroom experiences; seek out opportunities for growth.
- **Use Rick Morris techniques**

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 such as the 7<sup>th</sup> grade science fair and the DNA 3-D model, atom 3-D model, and Newton Scooters.
- Provide access to student grades through use of RCM Parent Portal and SchoolGo app
- 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
- 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 7<sup>th</sup> grade garden
- Having parents involved in 8<sup>th</sup> grade conservation project of endangered species
- 7<sup>th</sup> grade science fair also serves as a Family Science Night, in which parents and siblings participate in science activities provided through Rueben H Fleet.
- Homework projects that require students to demonstrate an experiment that teaches a specific science concept to family members.

**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
- 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 purchasing science lab equipment and materials such as the 7<sup>th</sup> grade science fair.
- Monies gained from conservation project goes towards having speakers come out and give presentations to students without costs to the school or to the students

**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?**

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 to determine their ability level and use specialized teaching strategies and curriculum to meet their academic needs at their level. Our LS program is rigorous and academically challenging. Our LS program uses school adopted curriculum based on the CA ELD standards and the CA CCSS, using the CA ELA/ELD Framework to guide lesson planning and instruction.

**When does *LS* happen?**

Depending on the student's current pathway LS occurs: at Designated times during the school day where LS students can work in small homogenous groups, and Integrated throughout the school day providing access to curriculum and instruction across the disciplines.

### *Liberty Charter High School Course Offerings in Brief*

<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		9 <sup>th</sup> grade English course for students reading and/or writing between a 6 <sup>th</sup> and 8 <sup>th</sup> grade level
College Prep English 1 and 2	B	9 <sup>th</sup> grade English course for students reading and writing at grade level
Honors English 1 and 2	B	9 <sup>th</sup> 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		10 <sup>th</sup> grade English course for students reading and/or writing between a 6 <sup>th</sup> and 8 <sup>th</sup> grade level
College Prep English 3 and 4	b	10 <sup>th</sup> grade English course for students reading and writing at grade level
Honors English 3 and 4	b	10 <sup>th</sup> 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		11 <sup>th</sup> grade English course for students reading and/or writing between an 8 <sup>th</sup> and 10 <sup>th</sup> grade level
College Prep English 5 and 6	b	11 <sup>th</sup> 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 <sup>th</sup> grade English course.
Standard English 7 and 8		12 <sup>th</sup> grade English course for students reading and/or writing between an 8 <sup>th</sup> and 10 <sup>th</sup> grade level
College Prep English 7 and 8	b	12 <sup>th</sup> 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 <sup>th</sup> grade English course.
Standard math foundations 1 and 2		Mathematical concepts from 1 <sup>st</sup> to 5 <sup>th</sup> grade
Standard math literacy 1 and 2		Mathematical concepts from 6 <sup>th</sup> to 7 <sup>th</sup> grade
Standard pre-algebra 1 and 2		Basic algebraic concepts in preparation for the algebra I courses
Standard algebra A 1 and 2	c	The first semester of the complete algebra I course stretched out over a full year
Standard algebra B 1 and 2	c	The second semester of the complete algebra I course stretched out over a full year
College Prep algebra I 1 and 2	c	The complete first year algebra course
Standard foundations of geometry 1 and 2		An introductory geometry course covering the basic concepts of geometry
College Prep geometry 1 and 2	c	The complete geometry course
Honors geometry 1 and 2	c	The complete geometry course with added conceptual depth
College Prep algebra II 1 and 2	c	The complete second year algebra course
Honors algebra II 1 and 2	c	The complete second year algebra course with added conceptual depth
College Prep college readiness mathematics 1 and 2	c	A year of algebra II, trigonometry, and introductory pre-calculus concepts
Honors pre-calculus 1 and 2	c	A year of introductory calculus concepts
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 1 and 2	a	A 9 <sup>th</sup> grade course investigating the relationship between people and their environment
AP human geography	a	The Advanced Placement human geography course
ELD world history 1 and 2		A world history course (1400 – present) designed for students reading and /or writing between a 6 <sup>th</sup> and 8 <sup>th</sup> grade level
College prep world history 1 and 2	a	A world history course (1400 – present) designed for 10 <sup>th</sup> grade students reading between an 8 <sup>th</sup> and 10 <sup>th</sup> grade level.
AP world history 1 and 2	a	The Advanced Placement world history course
ELD US history 1 and 2		A US history course (1865-present) designed for students reading and/or writing between a 6 <sup>th</sup> and 8 <sup>th</sup> grade level
College prep US history 1 and 2	a	A US history course (1865-present) designed for 11 <sup>th</sup> 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 <sup>th</sup> grade students covering the essentials of the American system of government earning 5 credits
AP US government and politics 1 and 2	a	The Advanced Placement US government and politics course.
College prep economics	g	A half year course designed for all 12 <sup>th</sup> grade students covering the essentials of micro and macro-economics earning 5 credits
ELD life science 1 and 2		This introductory biology course is designed for students reading and/or writing between a 6 <sup>th</sup> and 8 <sup>th</sup> grade level
Standard life science 1 and 2		This introductory biology course is designed for students reading and writing at least at a 9 <sup>th</sup> grade level
College Prep biology 1 and 2	d	This laboratory based biology course is designed for students reading and writing at a 10 <sup>th</sup> grade level
Honors chemistry 1 and 2	d	This laboratory based chemistry 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
ELD earth science 1 and 2		This introductory earth science course is designed for students reading and/or writing between a 6 <sup>th</sup> and 8 <sup>th</sup> grade level
Standard earth science 1 and 2		This introductory earth science course is designed for students reading and writing at least at a 9 <sup>th</sup> grade level
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	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 <sup>th</sup> and 10 <sup>th</sup> 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 knowledge, writing skills, and test taking skills required to pass their AP exams. This is a non-credit course required for all 9 <sup>th</sup> through 11 <sup>th</sup> grade students in any AP course.
Electronics		This half year course requires students to create their own electrical circuits to complete certain functions. It earns 5 credits.
Life skills		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 1 and 2		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.
Drama 1 and 2		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.
ELD Reading Fluency 1 and 2		This course helps students reading below an 8 <sup>th</sup> grade level to reach grade level fluency
ELD Reading comprehension 1 and 2		This course helps students reading below an 8 <sup>th</sup> grade level to reach grade level comprehension
ELD Writing 1 and 2		This course helps students writing below an 8 <sup>th</sup> grade level to reach grade level writing proficiency
Technology I 1 and 2		This course introduces students to the MS Office suite, online navigation and research, basic coding, Google docs, and internet safety.
Technology II 1 and 2		This course allows students to gain professional competency in the MS Office suite by passing MS Academy exams and earning MS Academy certificates.
AP computer science A		This is the Advanced Placement computer science A course

*More extensive syllabi are available online or upon request. Additional courses are developed and/or offered as interest, staffing, need and resources are available.*

## ***LCHS Pathways to High School Graduation***

### *Advanced Academic Pathway for competitive admission to UC schools and their equivalent*

<b>Subject</b>	<b>Credits</b>	<b>Subject</b>	<b>Credits</b>
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
		<b>Total:</b>	<b>240</b>

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*

<b>Subject</b>	<b>Credits</b>	<b>Subject</b>	<b>Credits</b>
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
		<b>Total:</b>	<b>220</b>

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*

<b>Subject</b>	<b>Credits</b>	<b>Subject</b>	<b>Credits</b>
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
		<b>Total:</b>	<b>210</b>

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.

\*In order to earn a LCHS diploma, graduate from LCHS, participate in the graduation ceremony, students must pass Senior Exhibition with integrity.

## 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.

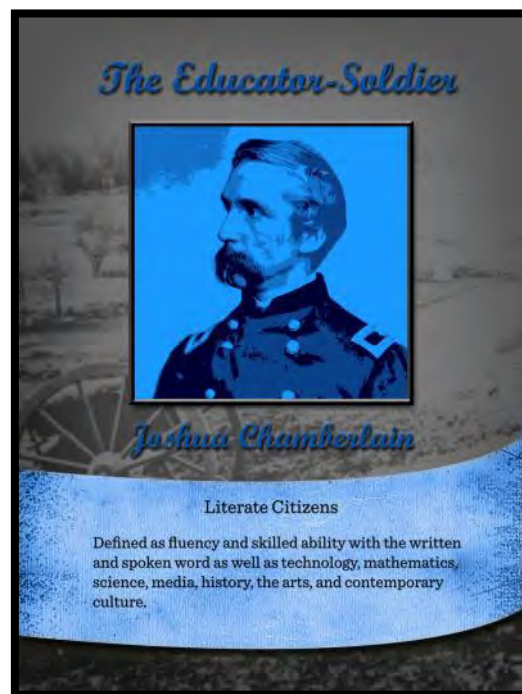
*Process:* As literate citizens, students understand that becoming literate is a process and therefore use deliberate effective processes to learn.

*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



## 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.

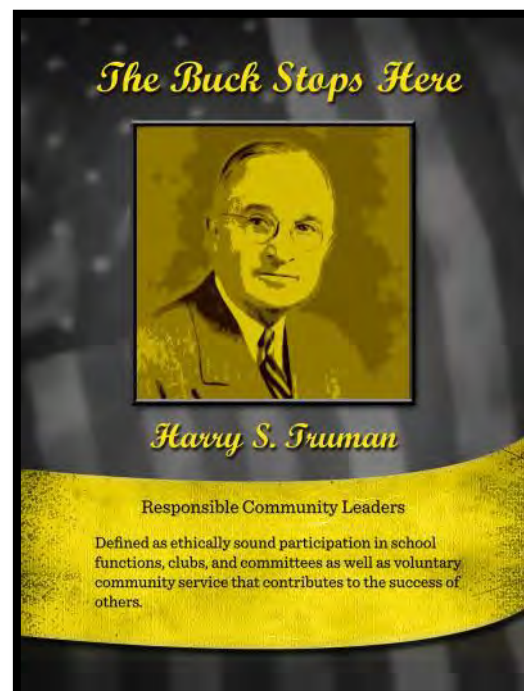
*Process:* As responsible community leaders, students understand that collective participation entails processes and therefore seeks to use them for the success of others.

*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*





## 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.

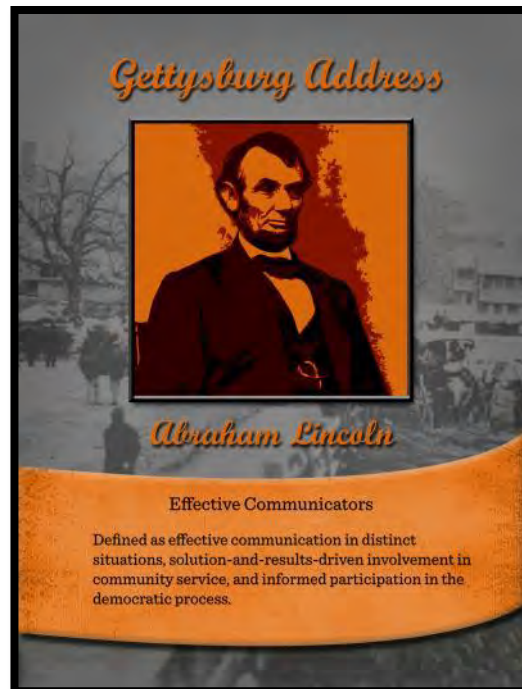
*Process:* As effective communicators, students understand that effective communication is part of the process of successful civic participation and therefore convey information with an awareness of audience, purpose, and context.

*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



## 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.

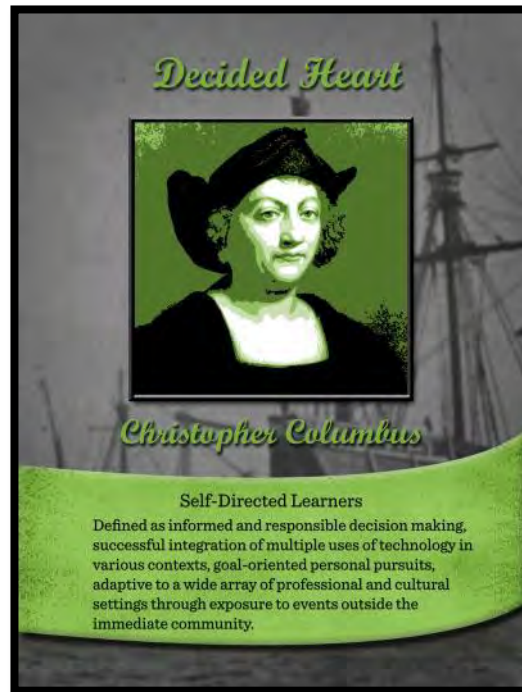
*Process:* As self-directed learners, students understand that making informed responsible choices is part of the process of reaching one's goals and therefore takes action based on research, analysis, and conviction.

*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

*Christopher Columbus:* Goal Oriented/Decided Heart



## 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.

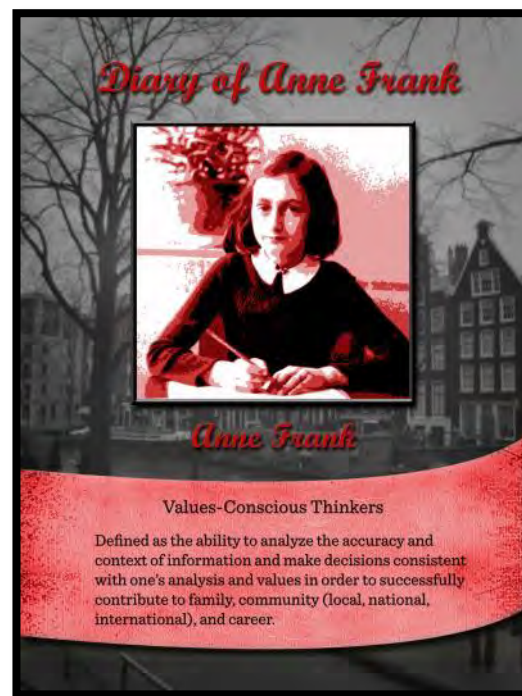
*Process:* As values-conscious thinkers, students understand that the effective use of information requires a process and therefore blends their analysis with their values in order to shape their actions.

*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*



# LFCS TEACH ME Sheet

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_ JA \_\_\_\_\_ PA \_\_\_\_\_ LBPA \_\_\_\_\_ LBHS \_\_\_\_\_

Time Period \_\_\_\_\_ to \_\_\_\_\_

Best time to do individual or small group instruction outside of the classroom: \_\_\_\_\_

Please list vocabulary; concepts or ideas that you feel need to be pre-taught in order for this student to have adequate prior knowledge exposure in order to grasp the concept/word/idea when taught in the general classroom instruction.

<b>Vocabulary to pre – teach</b>
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<i>Concepts to pre – teach/teach</i>
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Please add any additional comments that you feel would be helpful in working with this particular student:

\_\_\_\_\_

---

Primary Language: \_\_\_\_\_ Does the student speak this language? \_\_\_\_\_

Use the back side to add additional information or teaching content or strategies.

## TEACH ME Sheet

**Date:**

**Teacher:**

**Students to Work With:**

- 1.
- 2.
- 3.
- 4.
- 5.

**Skills to be Focused On:**

**Strategies to Use:**

**Literacy First Charter Schools Response to Intervention**

**RtI: School interventions prior to Special Education referral**

Student Name:	Grade:
Person Completing Form:	Date:
<b>Campus:</b>	<b>Tier:</b> <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

**AREA OF CONCERN:**

Baselines/Supporting Data:  
 Informal/Formal Assessments:  
 Observations:

**History:**

Has the student previously had an RtI?  
 Previous interventions utilized:  
 Results of the previous interventions:

<b>Proposed Interventions:</b>	<b>Implementation Date:</b>
--------------------------------	-----------------------------

Interventions to be utilized:  
 Persons Responsible:

<b>Projected Outcomes:</b>	<b>Length of Intervention Period:</b>
----------------------------	---------------------------------------

1.  
 2.  
 3.

**Communication:**

Mode and date of parent communication:

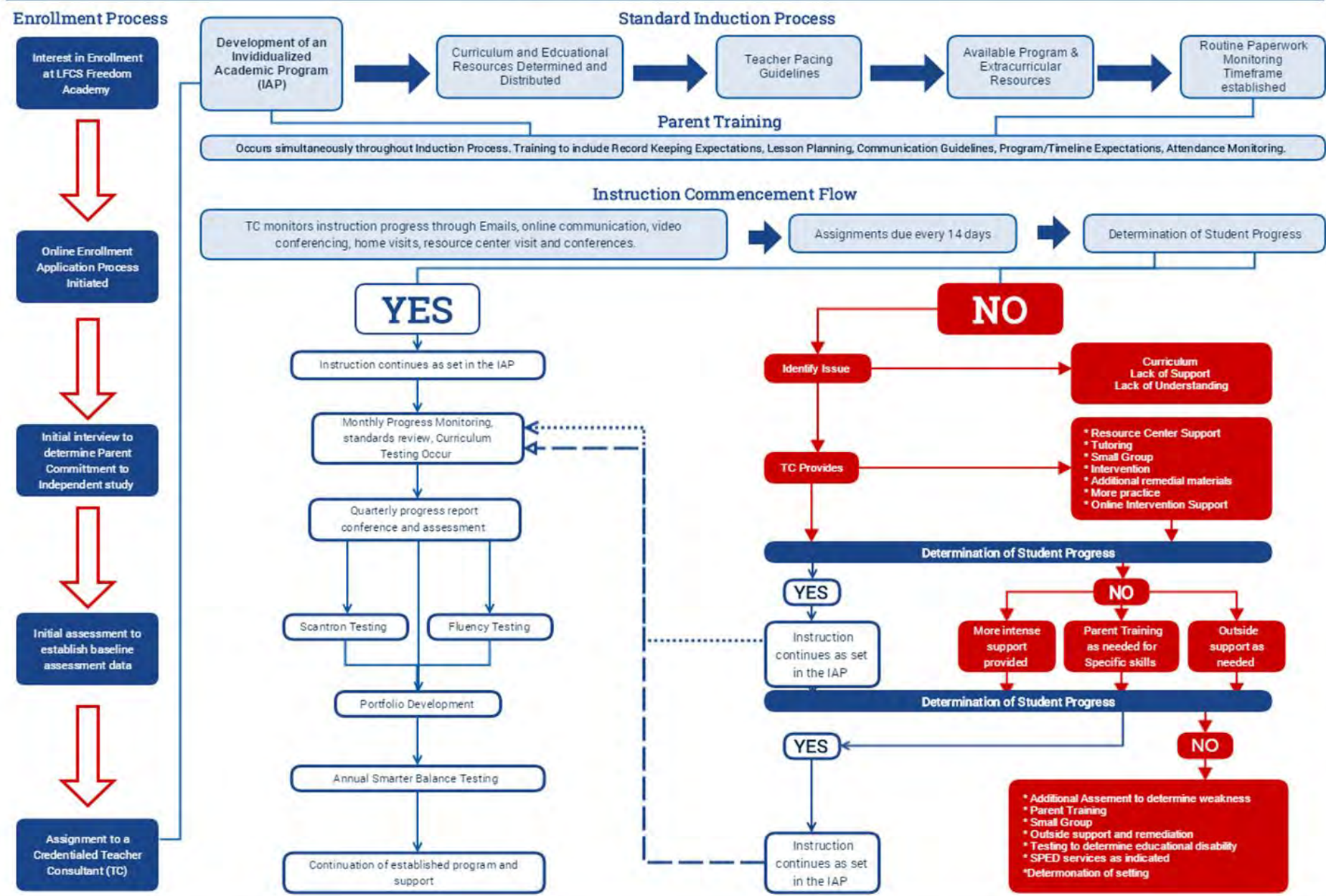
**Results (TO BE COMPLETED AT THE END OF THE INTERVENTION PERIOD):**

Were the outcomes met?  
 Informal/Formal Assessments:  
 Observations:

Continue tier     
  Modify tier     
  Progress to the next tier     
  Refer to special education  
 RtI no longer needed

**APPENDIX D**  
*Freedom Academy*

## LFCS Freedom Academy Independent Study Program Academic Progression Flowchart





Literacy First Charter Schools

**LIBERTY Academy**  
**Individualized Academic Plan Contract Agreement**

Student name:	Student #:	Grade level:
Address:	Age:	Birth date:
City:	Zip code:	Phone #: 2 <sup>nd</sup> Phone #
School of enrollment/program placement:		
Duration of agreement:	Beginning date:	Ending date:

**We, the undersigned agree with the following terms and conditions of this independent study agreement:**

**Conference meeting:**

Policy requires that regular communication between parent/TC must occur no less than every 25 school days. Assignments and work samples will be reviewed at this time.

Mtg Date						
Time						
Location						

**Methods of study will include:**

- Independent reading   
  Problem solving   
  On-line activities   
  Projects   
  Review practice  
 Research projects   
  experiential learning opportunities   
  Writing  
 Memorization   
  Other methods as noted

**Resources:**

Freedom will provide appropriate services and resources to enable student to complete the assigned work in accordance with Education Code 51746. Specific resources available will include:

- Textbooks   
  Consumable Books   
  Online resources   
  Software program  
 Elective classes   
  Project based learning resources   
  Hands on kits  
 Community resources

**Methods of Evaluation:**

Academic evaluation of student work will on the same basis as utilized in the traditional classroom for similar work. Methods that will be used during this time period include:

- TC made tests/quizzes   
  Curriculum unit end tests/quizzes   
  Student conference  
 Student observation   
  State tests   
  Baseline assessments  
 Other methods noted: \_\_\_\_\_

**Signatures and Dates:** Our signature below indicate that we are voluntarily participating in the establishment of this agreement with the LFCS Freedom Academy, and that we understand and accept our responsibilities in relation to this agreement as detailed above and on the remainder of this document.

Parent/Guardian/Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian/Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Consultant: \_\_\_\_\_ Date: \_\_\_\_\_

**Objectives, Methods of Study, Methods of Evaluation, and Resources:**

We understand that the student is to complete the subjects/courses listed below, and that subject/course objectives 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. The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement will be described in monthly planning guides, which are part of this agreement, and any subsidiary agreements are also part of this agreement.

**Subjects to be covered for the time period \_\_\_\_\_ TO \_\_\_\_\_**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Additional Classes:** As curriculum and program dictates additional subjects, projects and programs may be added or developed:

**Assignments:** We understand that according LFCS school policy for grades all assignments must be completed and verified by the Teacher Consultant prior to grades being recorded. Missed or incomplete assignments will negatively impact student progress as well as their grades.

**Voluntary Statement:** We understand that independent study via Liberty Academy is an optional educational alternative that students/parents voluntarily select, including students covered under California *Education Code* sections 48915 and 48917. All students/parents who choose independent study through LFCS Freedom Academy must understand that the independent study program is not a pathway into the LFCS day school traditional program. Should a student/family decide to dis-enroll from Freedom Academy, and desire to attend another LFCS program, they will have to enter via the lottery as any other non-LFCS student.

**Quality and Quantity; Rights and Privileges; Resources and Services:** The Freedom Academy independent study option is to be substantially equivalent in quality and quantity to classroom instruction. Students/families that choose to engage in an independent study are to have equality of rights and privileges with the same access to existing services and resources as students in the regular school program.

***Parent/Guardian Agreement***

- I understand and agree to the conditions listed:
- I will participate with the TC in the development of the student’s learning plan, including goals, objectives and assignments.
- I am responsible for the daily monitoring of subjects studied with scheduled monitoring by the TC
- I will provide an appropriate environment for the student’s study space, and prepare a study schedule which support the learning plan
- I will meet on a scheduled basis with the TC no less than one time per assignment period. I understand failure to do so will result in the dismissal of my child from the program
- 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 any needed transportation for my child’s scheduled meetings
- I acknowledge that all learning resources used, print, non-print, technical etc., are the property of the school and all material must be returned to the school upon proper notice or departure from the program
- I will maintain the student attendance log and summary on a routine basis
- My student may not be enrolled in another public school program while enrolled at 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 be specifically provide for enrollment in an Independent Study program.

***School’s Agreement***

- Assignments will be developed by the TC, in collaboration with the parents and student as indicated by Ed Code 51747.5
- The TC will evaluate complete work in a timely manner.
- The TC will notify the student and parent/guardian of the academic credit granted for the work completed
- Freedom will provide reasonable access to and loan as appropriate learning resources needed to complete assignments which directly relate to the goals outlined in the IAP.
- The TC will assess student's academic progress and modify curriculum as necessary to meet school guidelines
- Freedom will administer state mandated tests, as required.
- Freedom will maintain records of credits for each subject earned by students, based on the work successfully completed.

*LFCS Freedom Academy STUDENT ASSIGNMENT RECORD*

*Student Name:*

*Student #*

*Grade:*

*TC:*

*Begin/End Date*

<i>SUBJECT:</i>		
<i>Materials:</i>		
<i>Standards</i>		<i>Grades</i>
<i>Assignments/Tasks</i>		
<i>Sample included -</i>		
<i>SUBJECT:</i>		
<i>Materials:</i>		
<i>Standards</i>		<i>Grades</i>
<i>Assignments/Tasks</i>		
<i>Sample included -</i>		

*Teacher Consultant Signature:*

*Date:*

<p><i>Enclosed Work Samples</i></p> <p><input type="checkbox"/> <i>Math</i></p> <p><input type="checkbox"/> <i>Language Arts</i></p> <p><input type="checkbox"/> <i>Science</i></p> <p><input type="checkbox"/> <i>Social Studies</i></p> <p><input type="checkbox"/> <i>Physical Education</i></p> <p><input type="checkbox"/> <i>Fine Arts</i> _____</p>	<p><b><i>FREEDOM ACADEMY STUDENT LOG OF ATTENDANCE SUMMARY</i></b></p> <p><i>Student Name:</i> _____</p> <p><i>TC Name:</i> _____</p> <p><i>Time Period:</i> _____      <i>Attendance Days</i> _____      <i>Grade:</i> _____</p>			
<b><i>MONDAY</i></b>	<b><i>TUESDAY</i></b>	<b><i>WEDNESDAY</i></b>	<b><i>THURSDAY</i></b>	<b><i>FRIDAY</i></b>
<i>Date:</i> _____	<i>Date:</i> _____	<i>Date:</i> _____	<i>Date:</i> _____	<i>Date:</i> _____
<i>Subject:</i> _____	<i>Subject:</i> _____	<i>Subject:</i> _____	<i>Subject:</i> _____	<i>Subject:</i> _____
<i>Concept:</i> _____	<i>Concept:</i> _____	<i>Concept:</i> _____	<i>Concept:</i> _____	<i>Concept:</i> _____
<i>Standard:</i> _____	<i>Standard:</i> _____	<i>Standard:</i> _____	<i>Standard:</i> _____	<i>Standard:</i> _____
<i>Date:</i> _____	<i>Date:</i> _____	<i>Date:</i> _____	<i>Date:</i> _____	<i>Date:</i> _____
<i>Subject:</i> _____	<i>Subject:</i> _____	<i>Subject:</i> _____	<i>Subject:</i> _____	<i>Subject:</i> _____
<i>Concept:</i> _____	<i>Concept:</i> _____	<i>Concept:</i> _____	<i>Concept:</i> _____	<i>Concept:</i> _____
<i>Standard:</i> _____	<i>Standard:</i> _____	<i>Standard:</i> _____	<i>Standard:</i> _____	<i>Standard:</i> _____
<i>Date:</i> _____	<i>Date:</i> _____	<i>Date:</i> _____	<i>Date:</i> _____	<i>Date:</i> _____
<i>Subject:</i> _____	<i>Subject:</i> _____	<i>Subject:</i> _____	<i>Subject:</i> _____	<i>Subject:</i> _____
<i>Concept:</i> _____	<i>Concept:</i> _____	<i>Concept:</i> _____	<i>Concept:</i> _____	<i>Concept:</i> _____
<i>Standard:</i> _____	<i>Standard:</i> _____	<i>Standard:</i> _____	<i>Standard:</i> _____	<i>Standard:</i> _____

*As the Teacher Consultant(TC), I verify that the student has completed work that has a value of \_\_\_\_\_ school days: \_\_\_\_\_ Date:*

*As the Parent responsible for the daily monitoring of the subjects studied, this log accurately reflects assignments completed by this student: \_\_\_\_\_ Date:*

# **APPENDIX E**

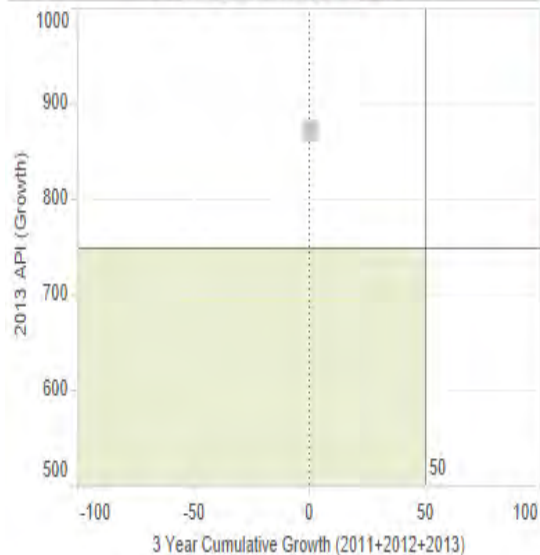
## *Assessment Data*



# 2013-14 Academic Accountability Report Card

## Literacy First Charter

### CCSA Accountability Framework: Status, Growth, & SSM



**SSM Bands**  
 1 7

- Far Below All Years  
 - Below All Years  
 - Below Most Years

White: Within/Fluctuating

Greens:  
 - Above Most Years  
 - Above All Years..

### CCSA Minimum Criteria for Renewal

	<u>School Result</u>
2013 API (Growth):	871
3-Year Cumulative API Growth:	1
SSM Performance Band:	Within/Fluctuating

**ABOVE OR BELOW MINIMUM CRITERIA? Above**

My school is 14 years old.  
 Minimum criteria only apply to schools 4 years and older.

Definition of CCSA Minimum Criteria for Renewal: Schools four years and older must meet at least one of the following in order to qualify for CCSA support at renewal:

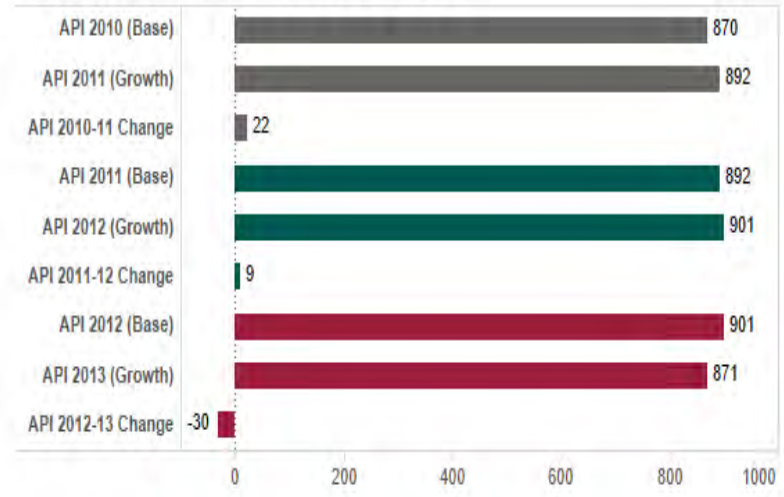
- API score at or above the 25th percentile for California schools
- 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth)
- Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years

Lines are set at the statewide median for all public schools (non-ASAM).  
 Schools 4+ years old in the shaded region with an SSM Band of Below Most Years, Below All Years, or Far Below All Years do not meet CCSA Minimum..

### More Detail: SSM Performance Band

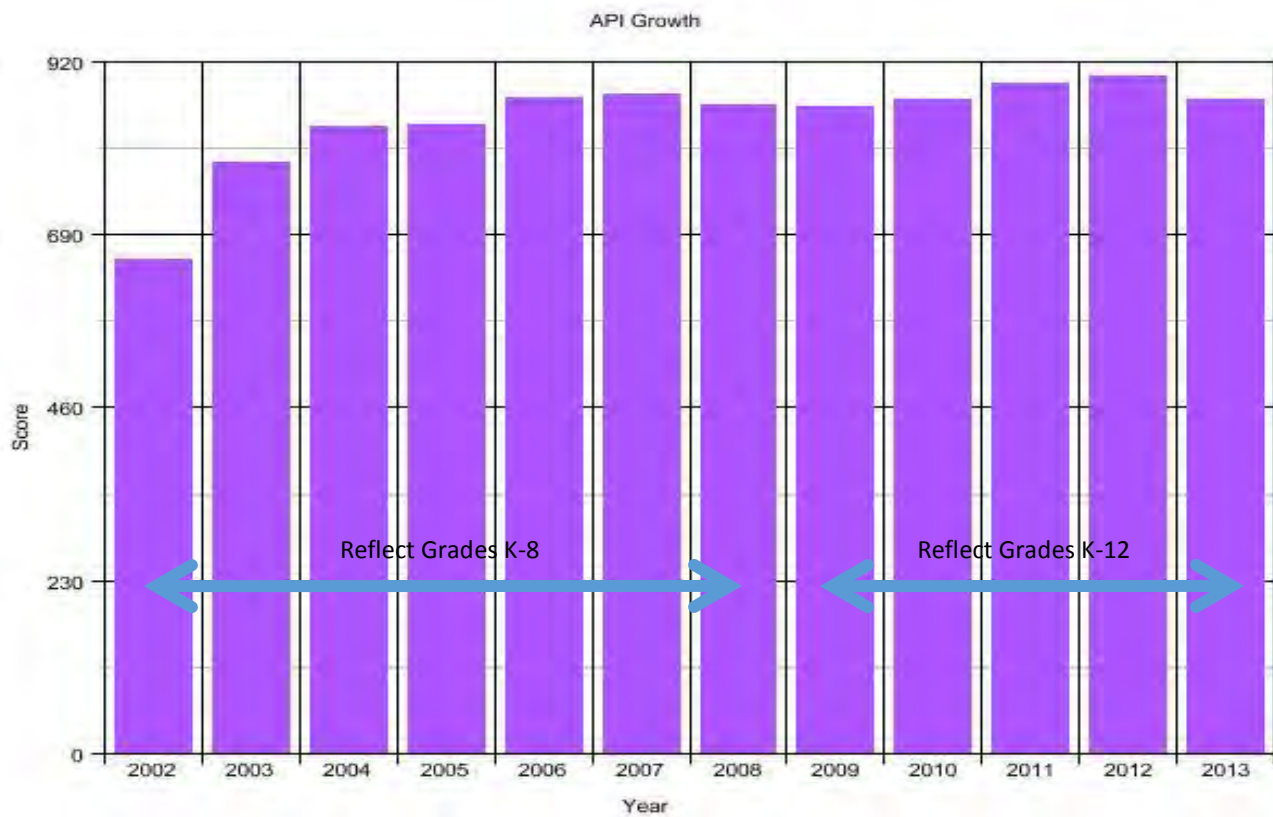
Academic Year	Annual Result <small>(Far Above, Above, Within, Below, or Far Below)</small>
2010-2011:	Within Predicted
2011-2012:	Within Predicted
2012-2013:	Within Predicted
<b>SSM Performance Band: Within/Fluctuating</b>	

### More Detail: 3-Year Cumulative API Growth



## Academic Performance Index (API) Data

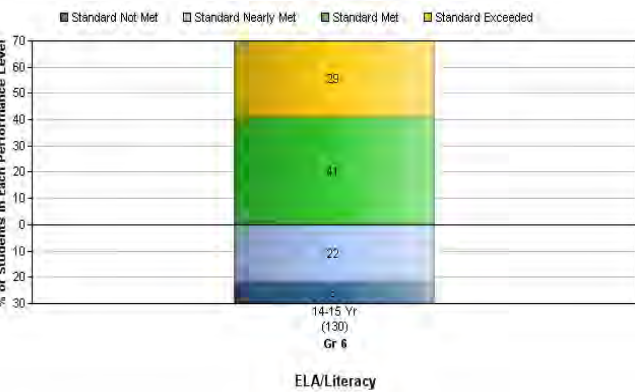
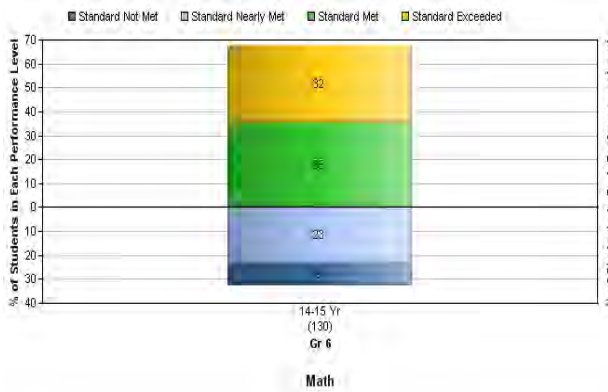
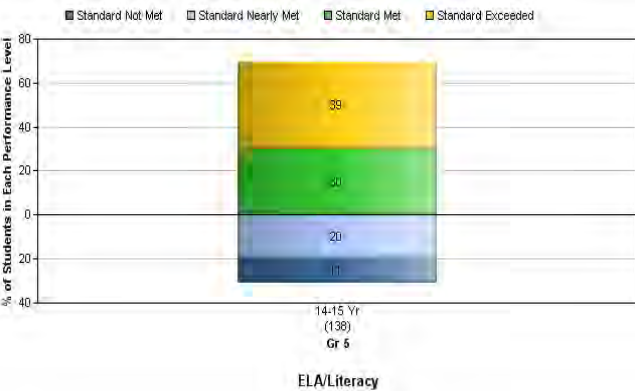
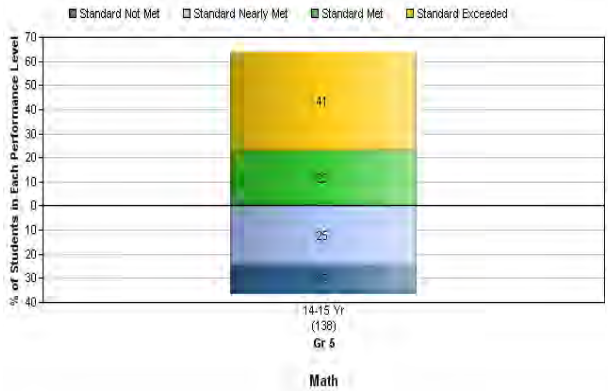
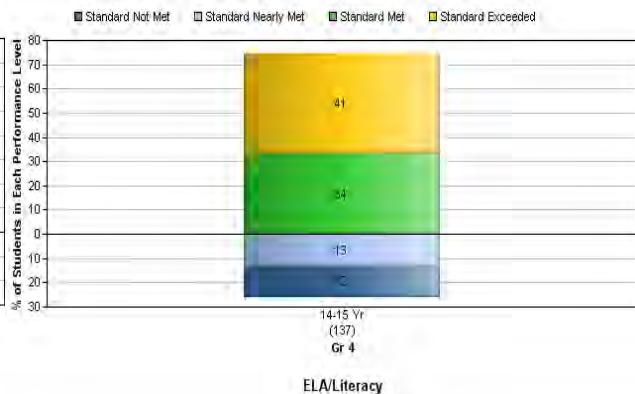
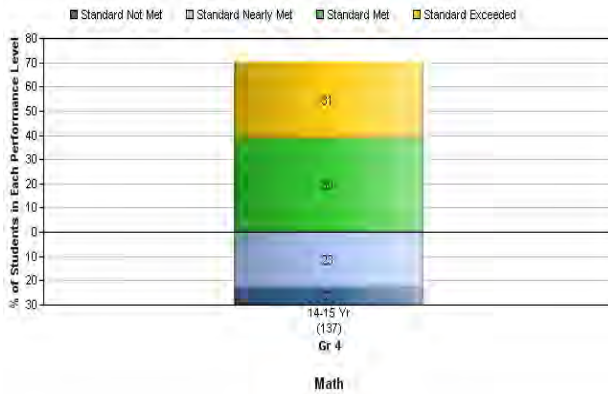
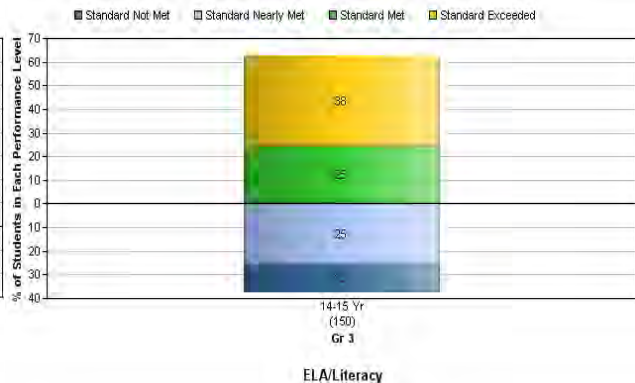
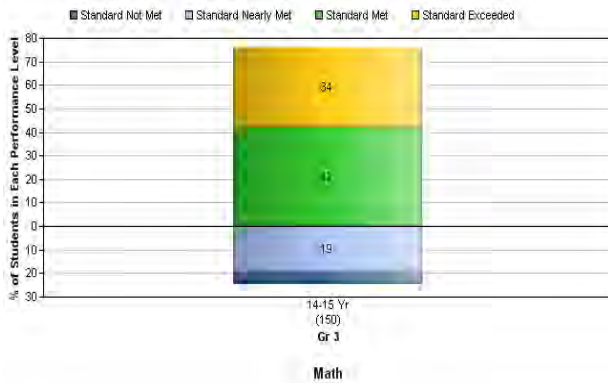
API SCORES												
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013-16
Growth Report	658	786	835	837	873	878	863	860	870	892	901	871
State Ranking	-	7	9	8	9	9	9	8	8	9	9	8
Similar School	-	9	10	9	10	10	10	9	9	9	9	9

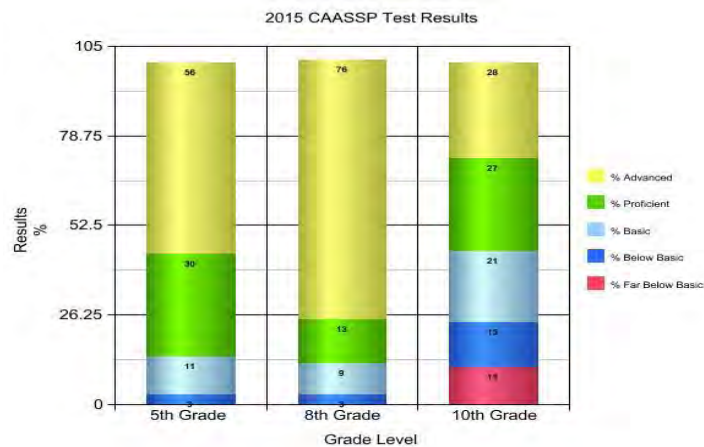
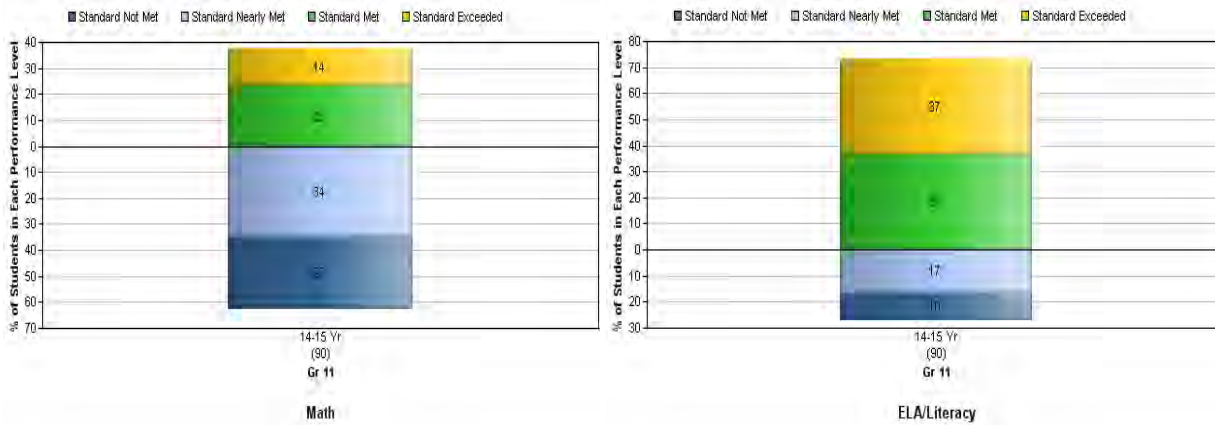
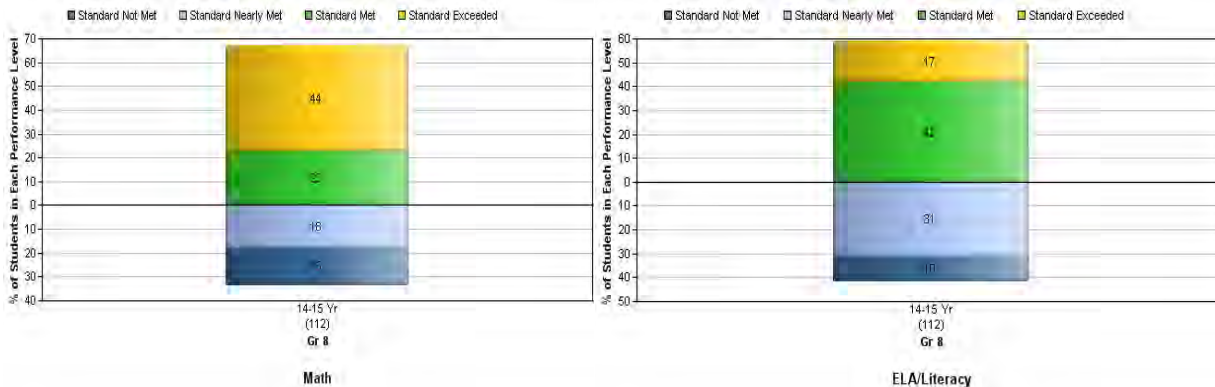
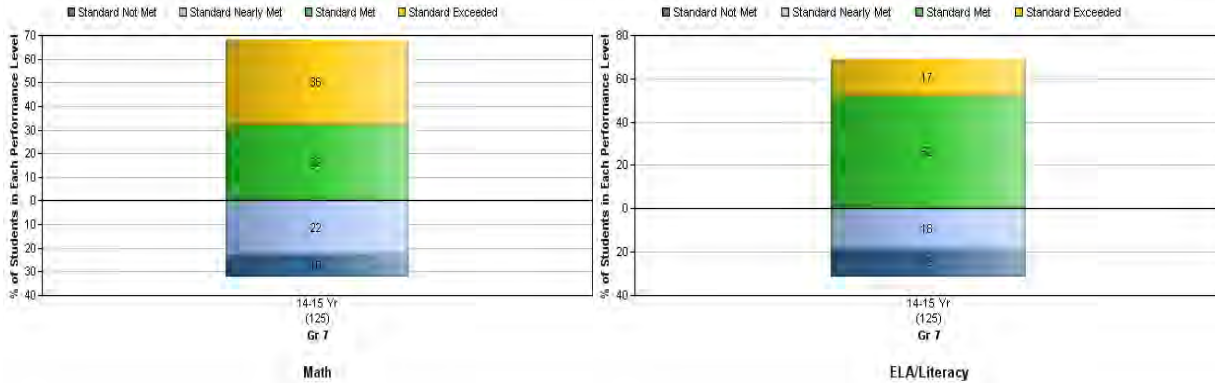


Specific testing data may be found at:  
[www.cde.ca.gov/ed-data](http://www.cde.ca.gov/ed-data) or [www.cde.ca.gov](http://www.cde.ca.gov)  
 under the testing and accountability tab.



CAASSP & STS TEST RESULTS





**2015 Accountability Progress Reporting**

Date: 12/15/2015  
 Made AYP: Yes  
 Met: 13 of 13 AYP Criteria  
 PI Status: Not Title I

**Participation Rate: Targets and Met Criteria**

Content Area	Target	Met
English Language Arts/Literacy (ELA)	95%	Yes
Mathematics	95%	Yes

**Participation Rate: Schoolwide and Student Groups**

Student Groups	ELA Enrollment	ELA Number of Students Tested	ELA Rate	ELA Met 2015 Criteria	Math Enrollment	Math Number of Students Tested	Math Rate	Math Met 2015 Criteria
Schoolwide	899	883	98	Yes	899	883	98	Yes
Black or African American	23	23	100	--	23	23	100	--
American Indian or Alaska Native	5	5	100	--	5	5	100	--
Asian	250	248	99	Yes	250	248	99	Yes
Filipino	18	18	100	--	18	18	100	--
Hispanic or Latino	150	148	99	Yes	150	148	99	Yes
Native Hawaiian or Pacific Islander	0	0	--	--	0	0	--	--
White	423	413	98	Yes	423	413	98	Yes
Two or More Races	30	28	94	--	30	28	94	--
Socioeconomically Disadvantaged	426	420	99	Yes	426	420	99	Yes
English Learners	303	303	100	Yes	303	303	100	Yes
Students with Disabilities	79	79	100	--	79	79	100	--

**Attendance Rate Target: 90 Percent**

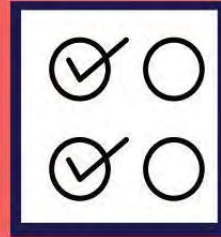
Average Daily Attendance	School Attendance Enrollment	Met Criteria
96%	--	Yes

Content Area	Target
English Language Arts/Literacy (ELA)	100.0%
Mathematics	100.0%

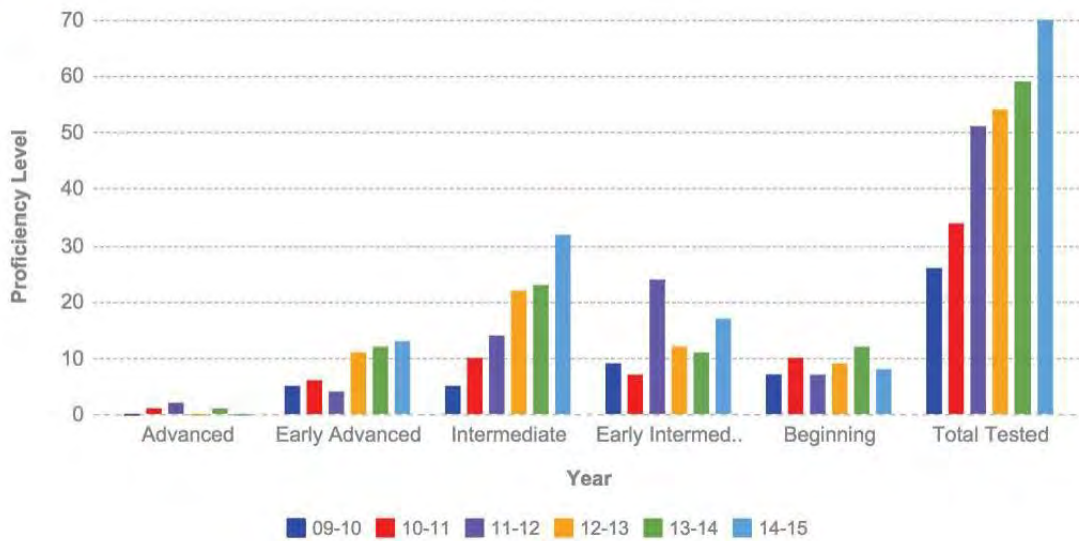
Student Groups	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient	Math Valid Scores	Math Number At or Above Proficient	Math Percent At or Above Proficient
Schoolwide	872	596	68.3	872	575	65.9
Black or African American	23	10	43.5	23	13	56.5
American Indian or Alaska Native	5	--	--	5	--	--
Asian	248	147	59.3	248	149	60.1
Filipino	18	15	83.3	18	15	83.3
Hispanic or Latino	147	100	68.0	147	82	55.8
Native Hawaiian or Pacific Islander	0	--	--	0	--	--
White	405	309	76.3	405	298	73.6
Two or More Races	26	14	53.8	26	15	57.7
Socioeconomically Disadvantaged	412	254	61.7	412	242	58.7
English Learners	294	168	57.1	294	169	57.5
Students with Disabilities	78	32	41.0	78	31	39.7

# LFCS CELDT Analysis

2009-2010 to 2014-2015

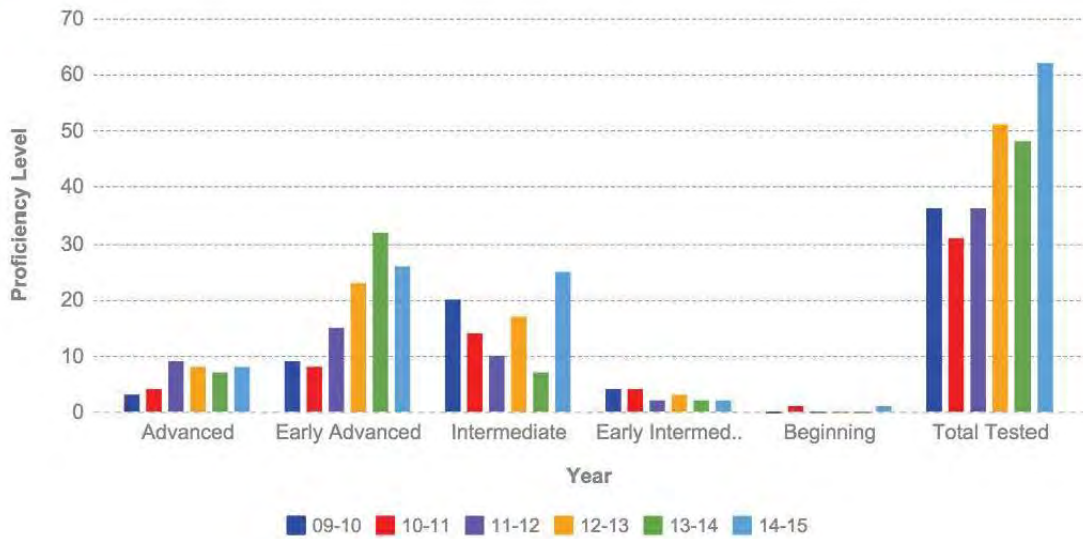


Number of Kinder Students at Each Proficiency Level

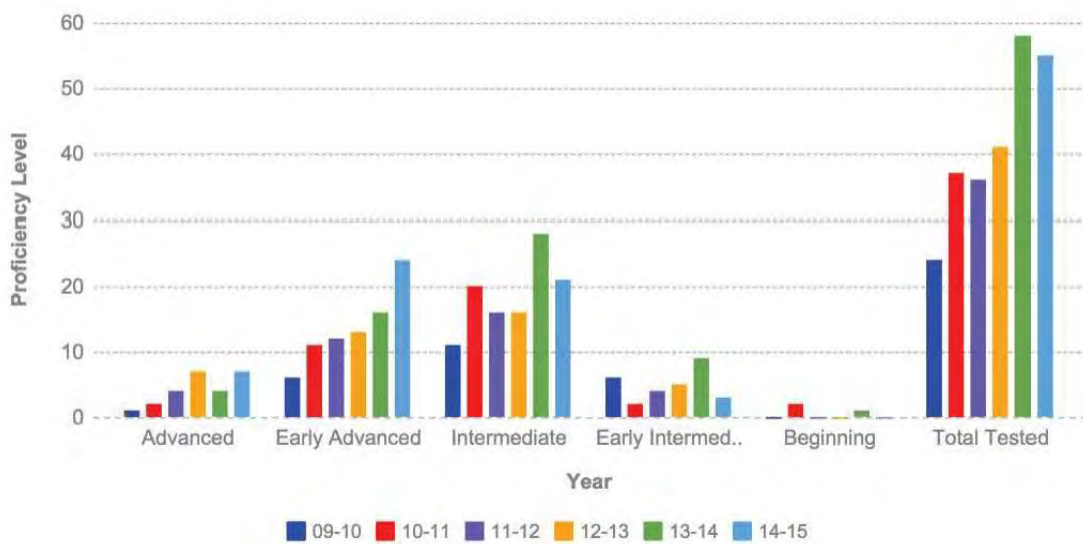




### Number of 1st Grade Students at Each Proficiency Level

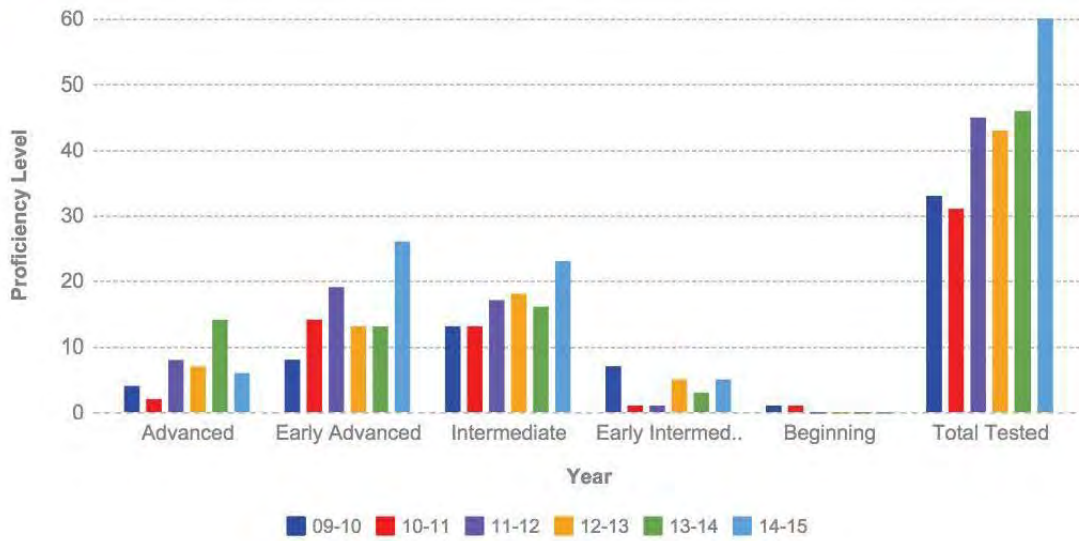


### Number of 2nd Grade Students at Each Proficiency Level

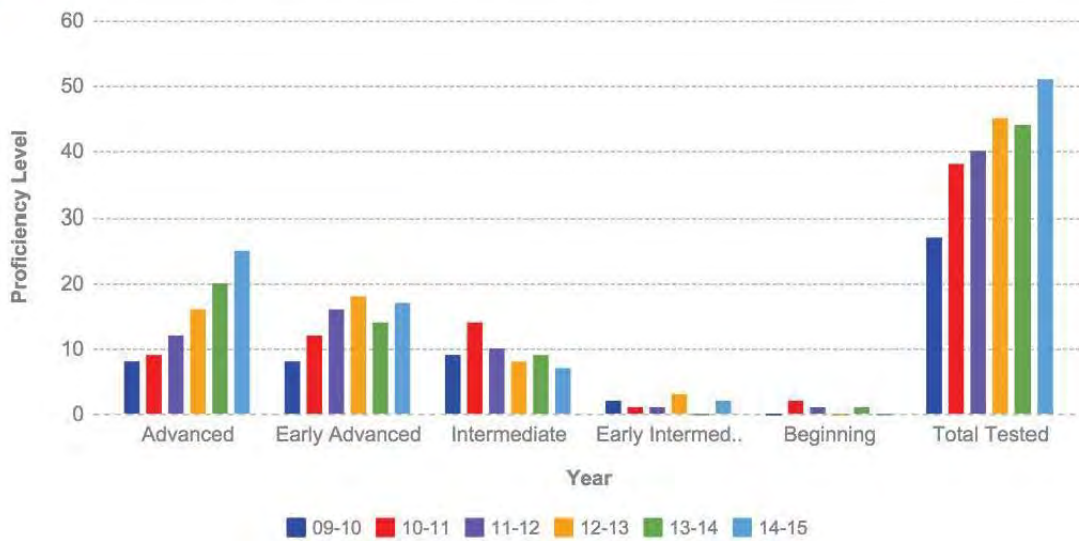




### Number of 3rd Grade Students at Each Proficiency Level

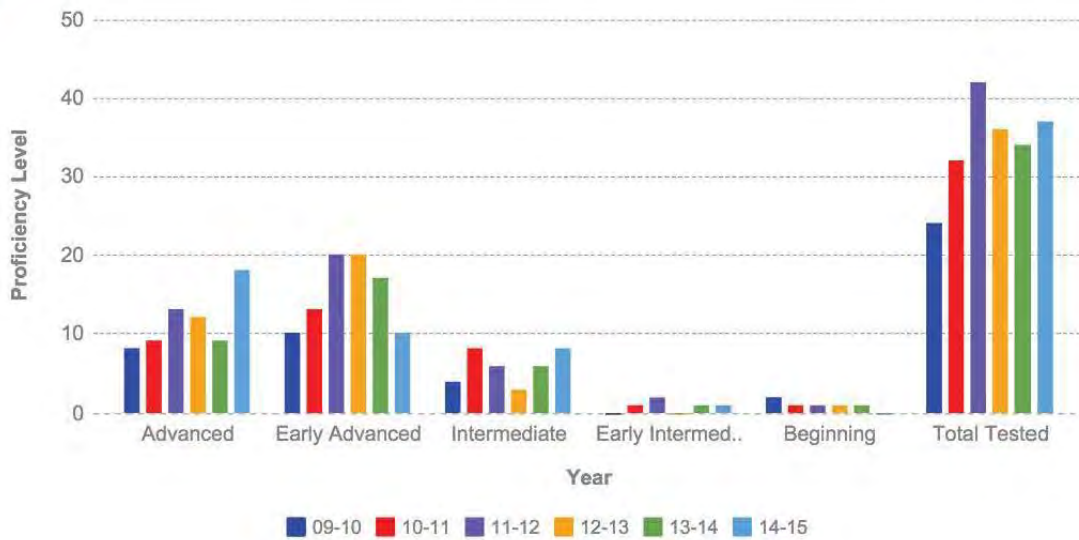


### Number of 4th Grade Students at Each Proficiency Level

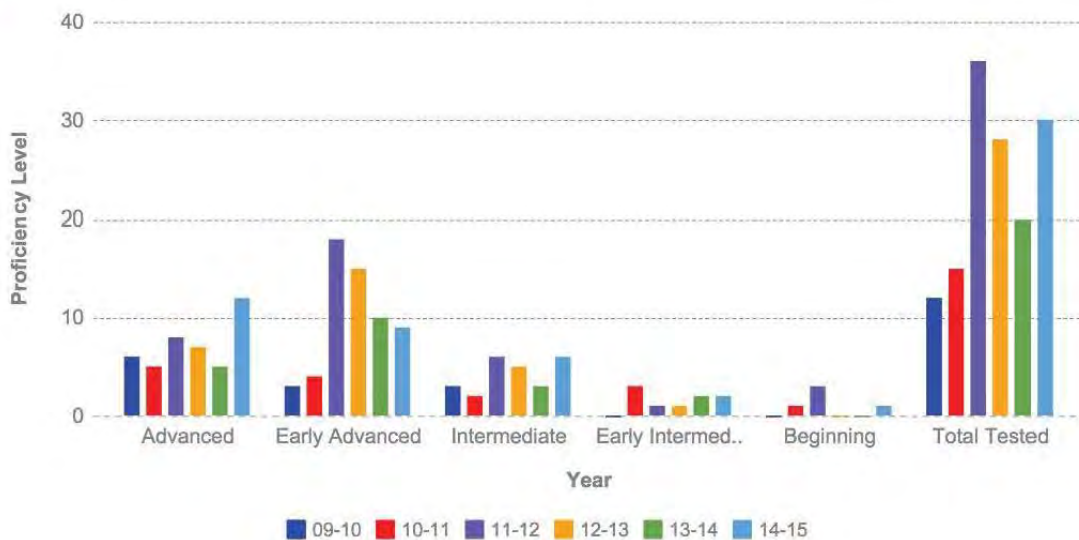




### Number of 5th Grade Students at Each Proficiency Level

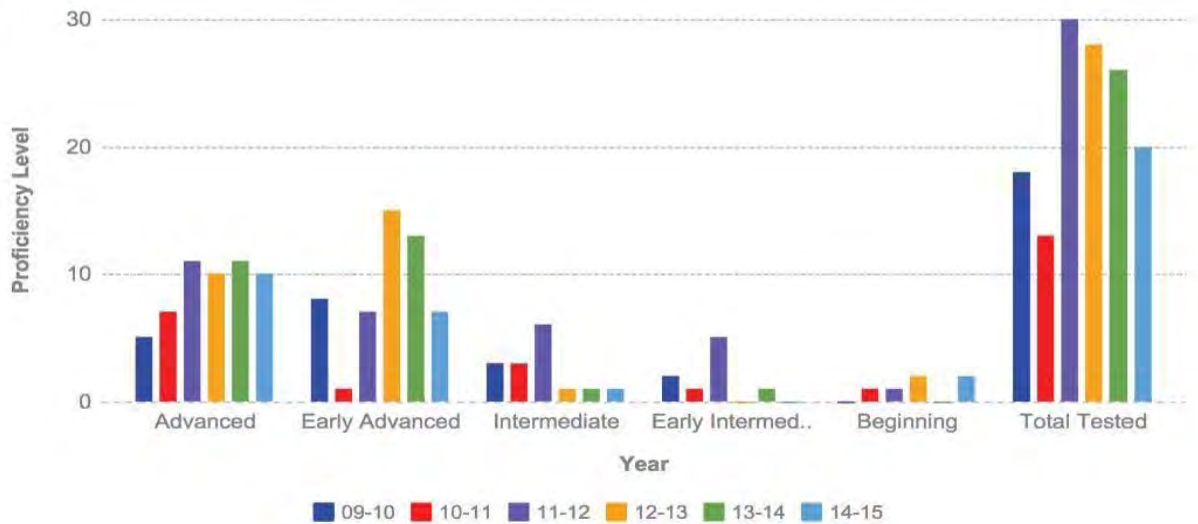


### Number of 6th Grade Students at Each Proficiency Level

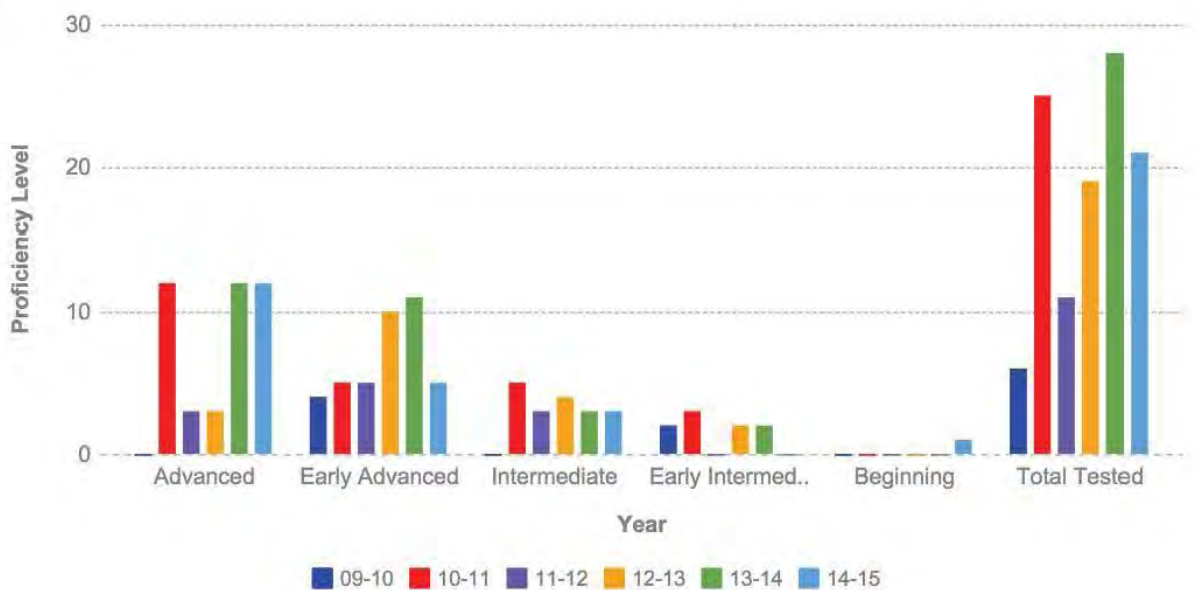




### Number of 7th Grade Students at Each Proficiency Level



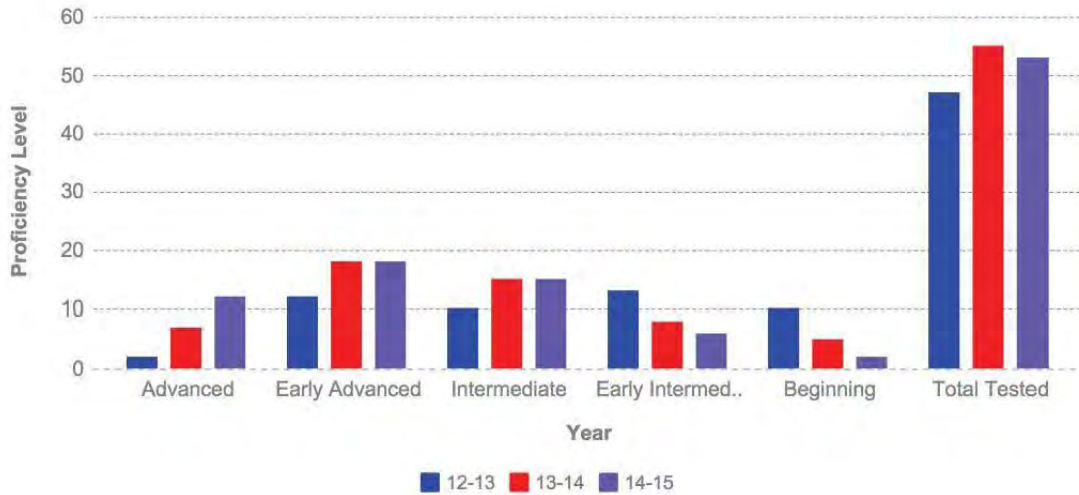
### Number of 8th Grade Students at Each Proficiency Level



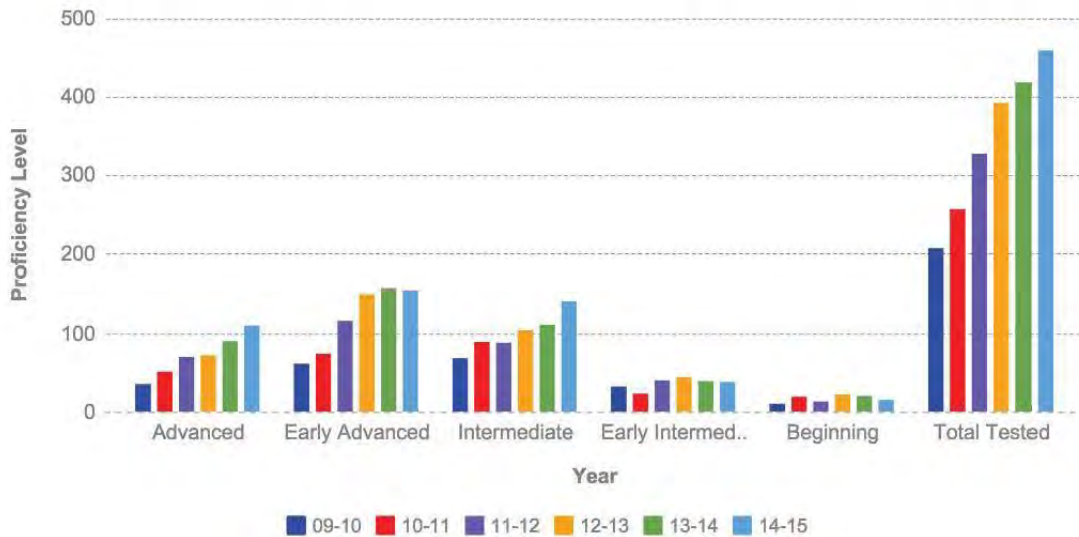




### Total Number of High School Grade Students at Each Proficiency Level



### Total Number of Students School-Wide by Proficiency Level



1660  
STUDENTS

480  
ACTIVE LANGUAGE SUPPORT  
STUDENTS  
29%

# Language Support

- ★ JA (4 to 8) = 150 / 500 or 30%
- ★ LA (K to 6) = 130 / 440 or 30%
- ★ PA (K to 3) = 160 / 350 or 46%
- ★ HS (9 to 12) = 50 / 340 or 15%



SNAPSHOT

620  
LANGUAGE SUPPORT  
STUDENTS TOTAL  
37%

140  
RECLASSIFIED STUDENTS  
23%  
of LS population

# **APPENDIX F**

## *Standards-based Report Cards*



Literacy First Charter Schools

"The tree of knowledge begins with literacy."

Eighth Grade Report Card  
Literacy First Charter School  
School Year 2016-2016

Student: \_\_\_\_\_ Teacher: Kathy Paul #4

Grade Level Key

- 1 Not meeting grade level standard
- 2 Progress toward grade level standard
- 3 On track at grade level standard
- 4 Exceeds grade level standard
- 5 This particular grade level standard was not taught or evaluated

Learner Behavior Key

- A Ready: Student rarely displays behaviors that lead to successful learning
- I Inconsistent: 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)
- D Strongly (Student is provided light Linguistic support as needed)

ATTENDANCE

	1	2	3	4	Total
Days Enrolled					0
Days Absent					0
Days Tardy					0

Additional Services (if applicable)

	1	2	3	4
Response				
Speech				
English Language Development				
Tutoring In				

Student: \_\_\_\_\_ Teacher: Kathy Paul #4 Page 2

LANGUAGE ARTS

	1	2	3	4
<b>Reading: Literature</b>				
Determines a theme, cites evidence, and draws inferences.				
Tracks and comprehends literature.				
<b>Reading: Informational Text</b>				
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.				
Tracks and comprehends literary nonfiction.				
<b>Writing</b>				
Writes argument/opinion texts.				
Writes informative/explanatory texts.				
Writes narrative texts.				
Writes appropriate to task, purpose, and audience.				
Strengthens writing by planning, revising, editing, and rewriting.				
Uses technology to produce and publish work.				
Creates appropriate related documents.				
<b>Speaking and Listening</b>				
Engages in discussions and expresses ideas clearly.				
Evaluates the main points of a speaker's argument.				
Presents arguments with sound reasoning, appropriate eye contact, adequate volume, and clear pronunciation.				
<b>Language</b>				
Demonstrates command of English grammar.				
Demonstrates command of capitalization, punctuation, and spelling.				
Acquires and uses accurately appropriate grade vocabulary.				

LEARNER BEHAVIORS IN LANGUAGE ARTS

	1	2	3	4
Follows Directions				
Completes and Returns Work on Time				
Effort				
Accepts Responsibility				
Respectful of others and their property				

MATH 8

	1	2	3	4
Ratios and Proportions: Relationships				
The Number System				
Expressions and Equations				
Geometry				
Statistics and Probability				
Number				
Linear, Exponential, and Quadratic Models				

LEARNER BEHAVIORS IN MATHEMATICS

	1	2	3	4
Follows Directions				
Completes and Returns Work on Time				
Effort				
Accepts Responsibility				
Respectful of others and their property				

Student: \_\_\_\_\_ Teacher: Kathy Paul #4 Page 3

SCIENCE

	1	2	3	4
<b>Life Science</b>				
Complexity of Living Systems				
Earth Systems				
Astronomy				
<b>Physical Science</b>				
Motion and Forces				
Structure of Matter				
Density and Buoyancy				
Periodic Table				
Investigation and Experimentation				

LEARNER BEHAVIORS IN SCIENCE

	1	2	3	4
Follows Directions				
Completes and Returns Work on Time				
Effort				
Accepts Responsibility				
Respectful of others and their property				

ADDITIONAL PROGRAMS

Art				
PE				
Portrait of History				
PE Citizenship				
Language Support				
Language Support ELL				

HISTORY

	1	2	3	4
<b>Analysis</b>				
Chronological Thinking				
Research, evidence, and point of view				
Interpretation of Multiple Sources				
<b>Content Standards</b>				
Pre-Columbian Events				
Principles behind Jim Crowism				
American Political System				
Late 19th Century Issues				
Northern Identification from 1800-1850				
Southern Identification from 1800-1850				
Western Expansion				
Railroad Movement				
Cause and Effect of the Civil War				
American Industrial Revolution				

LEARNER BEHAVIORS IN HISTORY

	1	2	3	4
Follows Directions				
Completes and Returns Work on Time				
Effort				
Accepts Responsibility				
Respectful of others and their property				

MATRICULATION PROJECT

Ferry				
Slide Show				
Oral Presentation				
Collaborative Questions				

Student: \_\_\_\_\_ Teacher: Kathy Paul #4 Page 4

First Quarter Teacher Comments  Modified Program In:

Second Quarter Teacher Comments  Modified Program In:

Third Quarter Teacher Comments  Modified Program In:

Fourth Quarter Teacher Comments  Modified Program In:

Parent Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_



"The tree of knowledge begins with literacy."

**Fourth Grade Report Card**  
Literacy First Charter School

School Year 2015-2016

Student: \_\_\_\_\_ Teacher: Mrs. Bolger

**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
- NS 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 Occasionally Student occasionally 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	4	Total
Days Enrolled					0
Days Absent					0
Days Tardy					0

Additional Services (if applicable)	1	2	3	4
Resource				
Speech				
English Language Development				
Tutoring In:				

Student: \_\_\_\_\_ Teacher: Mrs. Bolger Page 3

SCIENCE	1	2	3	4
Physical Science				
Earth Science				
Life Science				
Schedule Research Project				

LEARNER BEHAVIORS	1	2	3	4
Respect others' rights, feelings, and property				
Complete assignments on time				
Accepts responsibility for behavior choices and work habits				
Complete homework on time				

CALIFORNIA HISTORY	1	2	3	4
Geography				
Pre-Columbian to Spanish Period				
California Bear Flag to Statehood				
Local, State, Federal Government				
Missions Research Project				

ADDITIONAL PROGRAMS	1	2	3	4
Art				
PE				
PE Citizenship				
Language Support				
Language Support ELL				

Student: \_\_\_\_\_ Teacher: Mrs. Bolger Page 2

LANGUAGE ARTS	1	2	3	4
<b>Reading Literature</b>				
Draw details from the text when explaining and drawing inferences				
Reads and comprehends grade level texts				
<b>Reading - Informational Text</b>				
Summarizes a text, determining the main ideas from key details				
Reads and comprehends informational text				
<b>Reading - Foundational Skills</b>				
Reads accurately and fluently to support comprehension				
<b>Writing</b>				
Writes to communicate ideas and information effectively				
Produces writing in which the development and organization are appropriate to the genre				
Uses information from multiple texts to write about a subject knowledgeably				
<b>Language</b>				
<b>Oral Language</b>				
Spelling, Capitalization, and Punctuation				
Verbosity				
<b>Listening and Speaking</b>				
Effectively engages in collaborative discussions				
Speaks clearly with appropriate pace, volume, and expression				

MATHEMATICS	1	2	3	4
<b>Operations - Base Ten</b>				
Understands multi-digit place value to the millions				
Performs operations of multi-digit numbers (+, -, x, ÷)				
<b>Operations and Algebraic Thinking</b>				
Solves word-problem situations using +, -, x, ÷, and ()				
Understands factors and multiples				
Using a pattern to find the unknown				
<b>Operations - Fractions</b>				
Understands fraction equivalence				
Compares and orders fractions				
Adds and subtracts fractions with like denominators				
Understands the relationship between fractions and decimals				
<b>Measurement and Data</b>				
Solves measurement problems				
Converts units of measurement				
Recognizes and interprets data				
Measures and creates angles				
<b>Geometry</b>				
Draws and identifies lines and angles				
Classifies shapes by their properties				
Area and perimeter				

Student: \_\_\_\_\_ Teacher: Mrs. Bolger Page 4

First Quarter Teacher Comments	<input type="checkbox"/> Modified Program In:
Second Quarter Teacher Comments	<input type="checkbox"/> Modified Program In:
Third Quarter Teacher Comments	<input type="checkbox"/> Modified Program In:
Fourth Quarter Teacher Comments	<input type="checkbox"/> Modified Program In:

has been assigned to the

Parent Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_



**Literacy  
First  
Charter  
Schools**

*"The tree of knowledge begins with literacy."*

**Kindergarten Report Card  
Literacy First Charter School**

School Year 2015-2016

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
- 5 This particular grade level standard was not taught or evaluated

**Learning Behavior Key**

- R Rarely  
Student rarely displays behaviors that lead to successful learning
- I Intermittently  
Student intermittently 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 occasional linguistic support)
- X Emerging (Student is provided occasional linguistic support)
- B Emerging (Student is provided frequent linguistic support as needed)

**ATTENDANCE**

	1	2	3	4	Total
Days Enrolled					0
Days Absent					0
Days Tardy					0

**Additional Services (if applicable)**

	1	2	3	4
Resource				
Speech				
English Language Development				
Tutoring in:				

Student: \_\_\_\_\_ Teacher: Lisa Amorteguy Page 2

**LANGUAGE ARTS**

Reading Literature	1	2	3	4
Retells details from familiar stories, identifying characters, settings and major events in a story				
Reading - Informational Text				
Asks and answers questions about stories read				
Reading - Foundational skills				
Recognizes and names upper and lowercase letters				
Understands the basic structures of print				
Reads CVC words				
Reads and understands grade level readers				
Reads shared high frequency (sight) words				
Writing				
Traces letters, pictures and symbols to write				
Writes learned upper and lowercase letters writing left to right, top to bottom and leaves spaces				
Writes single words phonetically				
Uses some punctuation				
Listening and Speaking				
Engages in discussions with in a group, played or role, expressing thoughts and feelings clearly				
Language				
Produces the sounds of learned letters				
Recognizes and produces rhyming words				
Listens for sounds in words and letters where 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				

**Right Word Box**

--	--	--	--	--

Student: \_\_\_\_\_ Teacher: Lisa Amorteguy Page 3

**MATHEMATICS**

Counting and Cardinality	1	2	3	4
Counts and compares objects and sets of objects. Uses tally to represent 0-20				
Able to write numerals 0-20 left to right, top to bottom				
Identifies a group of objects or numbers between 1-10 on a number line, less than, or equal to another group or number				
Operations and Algebraic Thinking				
Understands addition as putting together and adding to				
Understands subtraction as taking apart and taking from				
Geometry - Base Ten				
Represent multiple patterns of 10 with base-ten blocks 11-20 as tens and ones				
Measurement and Data				
Identifies attributes of objects, such as length and weight, merely using vocabulary such as big, small, tall, short, empty, full, heavy and light				
Geometry				
Identifies and describes 2D and 3D shapes (sphere, rectangle, circle, triangle, cube, cylinder, cone)				
Creates and builds 2D and 3D shapes from components such as sticks and clay				

**GROSS MOTOR**

Kicks a ball				
Strikes a stationary ball with bat				
Holds a prone-extended (Superman)				
Runs 20 feet in 6 seconds with coordination				
Recall jump 3 feet				
Deflects the ball with 1 hand with control				
Trails obstacle				
Jumps over a 15 inch rope				
Throws with control				
Slips				

**LEARNER BEHAVIORS**

Follows classroom rules				
Follows school rules				
Accepts responsibility				
Works independently				
Works well with others				
Completes and returns homework on time				

**ADDITIONAL PROGRAMS**

	1	2	3	4
Art				
PE				
Library				
Language Support				
Language Support ELL				

Student: \_\_\_\_\_ Teacher: Lisa Amorteguy Page 4

First Quarter Teacher Comments  Modified Program in:

Second Quarter Teacher Comments  Modified Program in:

Third Quarter Teacher Comments  Modified Program in:

Fourth Quarter Teacher Comments  Modified Program in:

has been assigned to the \_\_\_\_\_

I checked student at risk of retention

Parent Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

## LITERACY FIRST CHARTER SCHOOLS

### Admissions Policies

#### Student Enrollment

Literacy First Charter Schools (“LFCS”) is a tuition-free public school. LFCS is open to all students in California. LFCS has established procedures to ensure that potential students and their families are fully informed of the school’s mission, design, and expectations. Once informed, students and their families can choose if LFCS is best for them. Once a student is enrolled in LFCS, he/she will not be required to re-enroll for subsequent school years.

#### Enrollment Procedure

Each year LFCS will establish and open enrollment window period of time in which the school will accept applications for the coming school year. This enrollment window period shall be set by LFCS governing board prior to January 1 of each year.

Enrollment packets shall be available online all year round. However, only those online applications that are completed (including all required medical records) and received during the enrollment window period online will be considered for enrollment in the subsequent school year. Applications received by LFCS after the close of the enrollment window period will not be considered for admission and will be returned to the applicant.

#### ***Student Eligibility:***

A student is eligible for admission to LFCS if he or she is a resident of California. However, should a lottery be necessary, certain students will receive preference in the admissions procedures as required by Literacy First Charter Schools s Act and as stated in Literacy First Charter Schools’ charter.

#### ***Selection Procedures:***

At the close of the enrollment window period, all enrollment applications received online shall be reviewed. A qualified applicant will have completed LFCS admission procedures, including all forms in the admissions packet and will have supplied all information required by the admissions packet. All documentation must be submitted online. LFCS staff is available and computers are made available 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. Siblings of currently enrolled students;
3. Children of current employees working at LFCS
4. Children from last year's waiting list who have submitted a current enrollment application;
5. Children of former LFCS families that have moved outside of the county, and returned within 3 years;
6. Children residing within the district's boundaries; and then
7. All other children.

***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 G**  
*Job Descriptions, Staff*

## **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.
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 conditions or

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 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 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

## **Literacy First Charter Schools Chief Financial Officer**

### ***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
- 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 interventions

- Coordinate any required training related to risk management
- Manage all inspections required by LFCS' insurance vendors
- Supervise Payroll Assistant and Accounting Assistant, who are responsible for providing support in the areas of human resources, payroll processing, purchasing and processing accounting transactions
- Maintain positive relationships with staff, parents, community members, and other organizations
- Ensure that the school is in compliance with all applicable laws
- Perform other related duties as assigned or requested by Executive Director

**Qualifications:**

*Education:* BA or BS degree required. Master's degree, CBO certificate, 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 CFO 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 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  
Reports to Executive Director and Board of Directors

## **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**

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.

\*NOTE: Literacy First Charter Schools can alter the above job descriptions as they see fit as long as they conform to State regulations.



**Literacy First Charter Schools**  
**ASSISTANT 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**

Assists the principal in the site administrator of the elementary school, the 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**

Site Administrator

**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 identifies goals for student achievement and standards for assessing the outcome of these goals.
6. Counsels students; recommends, and implements student disciplinary actions in accordance with the school's student responsibility code, LFCS philosophy and procedures, and the Education Code.
7. 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.
8. 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.
9. Provides leadership in staff development targeted to achieve specific improvement needs.
10. 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 communicate effectively orally and in writing with students, parents, peers, other LFCS personnel, and community representatives, both individually and as a group.
9. 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.
10. Ability to collaborate as a part of the LFCS administrative team in developing school policies, procedures, funding priorities and programs.

**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.

\*NOTE: Literacy First Charter Schools can alter the above job descriptions as they see fit as long as they conform to State regulations.

## **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)
  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 insures 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.

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**

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.

**Literacy First Charter Schools**  
**TEACHER JOB DESCRIPTION**

**The most important qualifications for our teachers are:**

1. Understanding of the mission and vision of Literacy First Charter Schools
2. 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
3. Willingness to be trained in the school's educational program
4. Ability to work with a team as a collaborative partner
5. A demonstrable effectiveness in teaching
6. 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, 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.
5. 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.

6. Faculty, Team, Staff Development and Committee Meetings: Employees shall be expected to attend such meetings as directed by the school administrator.
7. 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.
8. 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.

More specific Job descriptions are available upon request for all classifications of positions at LFCS.

# **APPENDIX H**

## *Staff Development*

## ***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.

Presently, LFCS is researching a new program called Edivate that incorporates professionally development plans and goals with specific observation and evaluation tools. This is a process and we are looking forward to being more individual in our development of professional development for our LFCS staff.

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.



**SAMPLE**

*2014.15 Staff Training Sessions half day Friday*

<b>Date</b>	<b>Topic: Whole group 1:00 - 2:15</b>	<b>Location</b>	<b>Topic: Teams 2:15- 3:45</b>	<b>Location</b>
9/5	Lfcs budget K8 Report card HS Assessment progress	LA	K8 - Beginnings HS - Pre assessment calibrations	LA
9/19	EL Training K8 - Pearson Leading a student led conference	LA HS	EL Training K8 - Pearson Leading a student led conference	LA HS
10/3	Writing presentations K8  Parent engagement reports	LA	Department mtgs 6-12 Grade level mtg K5	LA
10/17	Scantron making reports and data reporting Achievement Series	LA		LA
11/7	Conferences		Conferences Grade level mtgs Departments present Q1 Wrtg Benchmark findings and instructional plans.- HS	
11/21	Grade level/ department mission - K12 grade level promo video K8 project Report cards K3 HS Accellus training	TBD	Grade level mtgs K8 -Data review Data Review at grade level, identifying low/high and setting goals for the year. HS Department level writing analysis, Q2 plan configuration, plan presentation to staff and admin HS Accellus training	HS
12/5	Christmas luncheon		TEAM meetings EL team PE tea,m Sped team	
12/19	NO Training		NO Training	
1/16	Tech Conference	LA	Tech Conference	LA

1/30	K8 Conference Week EL teachers K3, 4-6, 7/8 and HS sessions PE SPED		Grade level mtgs K8	
2/6	Smarter Balanced Common Core Testing		Department meetings 6-12 Team mtg k5 SPED PE .	
2/20	Rick Morris		Rick Morris	
3/6	Scantron update - 90 minutes  Qrt 2 Benchmarks		EL Report I'll take 10 to intro Framework and 10 for them to complete their EL survey then 20 for a directed team discussion at round tables to guide through Framework and finally 30 in grade level presentations K-3 Maldonado/Clarno 4-6 Stinson/Gantes 7/8 Perez/Mena 9-12 Pepin/Dulay	
3/20		LA	HS - Teams K8 - teams EL Teachers SPED team - Kat doing session with all SPED Art/PE common core share	
4/17	team meetings			
5/1	Quantum			
5/15			Grade level mtgs K5 Dept mtg 6-12 SPED PE Art/ Library	
6/5			Reflection Retention committee	
6/18			LCCHS: Departments meet (9:30-11) and then present S2 Final Exam findings and instructional plans (11- 12:30).	

**SAMPLE**

*2015.16 LFCS Staff Training Sessions half day Friday*

<b>Date</b>	<b>Topic:</b>	<b>Location</b>		<b>Location</b>
9/4	TEAM MTGS	SITES		
9/18	TECH Conference	LA		
10/2	Thank you for the feedback discussion rds/ sticky notes like Lisa said K2 report cards See lesson plan	SITES	Dept mtgs	
10/16	TEAM MTGS		Working on grade level evaluation expectations for HS writing calibrations	
11/6	TEAM MTGS	SITES	Working on grade level evaluation expectations for	
11/20	Aims web Table talks Good learning		Team meetings, data analysis	
12/4	up/downs			

H | Appendix

	<i>It's All About You Training Week</i>				
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<b>12/18</b>	<b>TEAM MTGS</b>	<b>SITES</b>		
<b>1/15</b>	Lit circles/ emergency Synergy Training up/downs Tech training needed K8			
<b>2/5</b>	<b>TEAM MTGS</b>	<b>SITES</b>		
<b>2/19</b>	Restorative Justice		Department mtgs.	
<b>3/4</b>	Restorative Justice			
<b>3/18</b>	<b>TEAM MTGS</b>	<b>SITES</b>	HS writing calibrations	
<b>4/15</b>	<b>cONFERENCES</b>			
<b>5/6</b>				
<b>5/20</b>	<b>TEAM MTGS</b>	<b>SITES</b>	Department mtgs	
<b>6/3</b>				

	<i>Friday, 8/27</i>		<i>Monday, 8/30</i>	<i>Tuesday, 8/31</i>	<i>Wednesday, 9/1</i>	<i>Thursday, 9/2</i>	
8:00	Quantum Level 1.1  All new staff this year and last year	Quantum Level 5.1  All Veteran staff	Welcome and Intro- Who's it about?	<b>Mini Sessions</b>			
8:30				Rigby Assessment Math 6-8	Smartboard 101	New Employee Q &A	
9:00				Library Leveling Powerschool (HS)	Jeopardy, classroom tool	Developing Writing Skills	
9:30				Math K-5	Team Building	10years/10 minutes Moments in History	
10:00				Intervention (HS)	Team Building	Special Programs EL, Spec. Ed. RtI, Intervention	
10:30				Digital Lockers (4-8)	10years/10 minutes Moments in History	Character education & leadership	
11:00				Library Leveling	Special Programs EL, Spec. Ed. RtI, Intervention	Teacher Tip Review	
11:30				Team Building	Scantron review	Brain compatible what?	
12:00				Handbooks, Student, Staff Tips	Team Jeopardy	What kind of work is this?	
12:00				Waiting for Superman	Tip of the Iceberg	Lunch with Teams	
12:00	Lunch		Lunch	Lunch	Lunch	Lunch	
1:00	Quantum Level 2.2  All new staff this year and last year	Quantum Level 5.2  All Veteran staff	This is why we're so great	This is why we're so great	This is why we're so great		
			Classroom Management	Websites to share	Team Assigned Projects	Websites to share	
2:00			Small group discussions	Team Assigned Projects Making it flow	The Numbers don't lie!	Team Assigned Projects	Classified Staff  Housekeeping Staff Training
3:00			Homework: Websites to share	Year planning Calendars Mission/Vision and Big Ideas	STAR Test Results/Analyzing	Putting it all together Management plans and equity	
4:00					Green Folders, Scantron Grade level assessment notebooks		
5:00	Welcome BBQ All Staff						

## 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"> <li>1. Discuss with your coach what the make up of your class is, EL/boys/girls/resource etc</li> <li>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.</li> <li>3. Discuss with your coach what part of the day is the most difficult for you and the part that is the most enjoyable.</li> <li>4. Discuss progress reports and when and how they need to be sent out.</li> <li>5. Teachers with at least one year of teaching experience fill out the Self-Evaluation. Discuss with Coach.</li> </ol>
October	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. If your grade level does Scantron testing go over with your coach the results of your class' Scantron scores.</li> <li>4. <i>Early in the month observe in another teachers classroom share what you</i></li> </ol>

	<u>learned with your coach.</u>
November	<ol style="list-style-type: none"> <li>1. Tell your coach the most difficult conference you had and the one that was the most enjoyable.</li> <li>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.</li> <li>3. Re-visit progress reports, when and how to send them out.</li> <li>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></li> </ol>
December	<ol style="list-style-type: none"> <li>1. Discuss with your coach students who need differentiation in their instruction and what you are doing to differentiate.</li> <li>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.</li> </ol>
January	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. <u>Observe again in another teachers classroom share with your coach your observation.</u></li> </ol>
February	<ol style="list-style-type: none"> <li>1. First year teachers fill in the Self-Evaluation and discuss with coach.</li> <li>2. Teachers with at least one year of experience complete second Self-Evaluation, share with coach.</li> <li>3. Discuss progress reports.</li> <li>4. <u>Invite another teacher to come observe you and discuss with them what they saw share that with your coach.</u></li> </ol>
March	<ol style="list-style-type: none"> <li>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.</li> <li>2. <u>Observe again in another teachers classroom share with coach.</u></li> </ol>
April	<ol style="list-style-type: none"> <li>1. At the end of the month reflect and share with coach the area you choose to work on how that went.</li> <li>2. Discuss progress reports.</li> </ol>
May	<ol style="list-style-type: none"> <li>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.</li> <li>2. <u>Observe in another teachers classroom share with coach.</u></li> </ol>
June	<ol style="list-style-type: none"> <li>1. Complete Self-Evaluation again.</li> </ol>





## CATS Self-Assessment

Name: _____ 1 <sup>st</sup> 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 <sup>st</sup> semester and again at the end of the year.		Beginning of year				Mid year				End of year			
		Practice Not Consistent	Beginning Practice	Maturing Practice	Experienced Practice	Practice Not Consistent	Beginning Practice	Maturing Practice	Experienced Practice	Practice Not Consistent	Beginning Practice	Maturing Practice	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 Environments for Student	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												
	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												

	Beginning of year	Mid year	End of year
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		Practice Not Consistent	Beginning Practice	Maturing Practice	Experienced Practice	Practice Not Consistent	Beginning Practice	Maturing Practice	Experienced Practice	Practice Not Consistent	Beginning Practice	Maturing Practice	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												
	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												



Sample Advertisement to LFCS Staff for this year's LFCS Tech Conference

*www.techfirst.org*

*Noble Knights and fair maidens*

*You are cordially invited to the 5th annual LFCS technology conference tournament. Come prepared to do battle with your fellow knights and fair maidens for more bounty than ever before. Lunch will be provided prior to the onset of the tournament*



TOURNAMENT LOCATION: LIBERTY ACADEMY  
TOURNAMENT DATE: *September 18th, 2015*  
THE FEAST: IN THE HANGAR @ 12:15  
TOURNAMENT TIME: 1:15 PM  
TOURNAMENT COMPLETION: 3:30 PM

*Currently LFCS is in the process of developing a new more effective evaluation tool. We are working to find a more fluid, more nimble tool that provides quick feedback and meaningful conversation regarding best practices and how to develop solid student learning. This is the process in place to date. However, it is anticipated that this will change before the year's end.*

*Literacy First Charter Schools*  
Staff Evaluation Procedure Guidelines

Staff evaluation is a part of the formal process by which a staff member is evaluated for the purpose of 1) Identifying areas of teaching that need improvement, 2) Providing useful input in to ways in which professional skills may be developed more effectively 3) Highlighting areas of success and achievement, 4) Developing a plan to insure ongoing success, and 5) Finding ways to copy and reproduce successes.

This process is a five step procedure:

- 1) Online Self Evaluation survey
- 2) Pre-evaluation Set-up
- 3) Informal Evaluations
- 4) Formal Evaluation
- 5) Post evaluation conference

The procedure will follow, but not be restricted to, this general timeline:

- 1) Self Evaluation – Fall
- 2) Pre-evaluation – Jan/Feb.
- 3) Informal Evaluations – yearly ongoing
- 4) Formal Evaluation – Feb.- April
- 5) Post Evaluation – Feb. – April

Please note that the primary purpose for evaluation of staff at *Literacy First* is to empower and enable the staff to be quality instructors and educators with a clear understanding of the mission of *Literacy First*. In that light, evaluation is about the appropriate techniques, strategies and implementation methods used in the classroom which will promote the success and academic achievement of the students of *Literacy First*, as a whole. The goal is to have a team of “highly qualified” focused individuals sharing the same goals and common philosophy with regard to the educational success of our students. With that understanding, ultimately, the mission of *Literacy First* Charter is accomplished and the students we serve are successful. A mark of “needs improvement” should not be taken as a negative as we all work to “improve” for the good of our school, our children and our own personal development.

While the goal of evaluation for the individual teacher is to strengthen the weaknesses and capitalize on the strengths, the goal of the evaluation is not to criticize or capitalize on the shortfalls, but to develop ways in which all staff are confident, capable, “highly qualified” members of an exceptional staff of committed teachers.

**Notice of Evaluation:**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

I would like to do a formal evaluation in your classroom during the week of \_\_\_\_\_ – \_\_\_\_\_ . During my visit I would like to observe you for at least 30 minutes in an active teaching setting. Please give me three times during that week that would be best for you. I will confirm the specific date and time with you before coming.

Prior to my visit I would like to have the lesson plan of the specific lesson that I will be observing.

Please note that my visit is a positive one, with the good of the team as the ultimate goal. With that in mind be calm and at peace about the time.

I have attached the evaluation forms so that you will know what the criteria is and how it is measured. If you have any question, please don't hesitate to contact me.

I look forward to watching you work!

Debbie Beyer

*(Please clip and return)*

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**Note to Debbie: Name** \_\_\_\_\_

The best day for me is: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

The best times for me are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

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**Confirmation Date and Time:**

I will be in your classroom on \_\_\_\_\_ @ \_\_\_\_\_

I look forward to seeing you then~ DB

**Literacy First Charter Schools**  
Staff Evaluation



Date: \_\_\_\_\_ Evaluation for: \_\_\_\_\_ Position \_\_\_\_\_

**“Meets expectations” = quality**

<b>Classroom Instruction</b> An evaluation of classroom instruction will include, but not be limited to the following areas:	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs improvement</i>	<i>Unsatisfactory</i>
1. Demonstrates knowledge of subject matter and Standards				
2. Displays skill in a variety of teaching techniques				
3. Plans well for daily and long term goals				
4. Provides evidence of individualizing instruction				
5. Exhibits resourcefulness in teaching strategies				
6. Is organized and demonstrates effective time management skills				
7. Engages students effectively				
8. Keeps accurate and legible records				
9. Uses voice as an effective teaching tool				
10. Classroom maintained in a positive nurturing manner				
11. Creates a inviting learning environment				
12. Understands the need for pacing instruction				
<i>A “needs improvement” or “unsatisfactory” must be followed by a specific plan for improvement</i>				

<b>Non Classroom Responsibilities</b> An evaluation of classroom instruction will include, but not be limited to the following areas:	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs improvement</i>	<i>Unsatisfactory</i>
1. Shows care in personal appearance				
2. Accepts suggestions in a cooperative spirit				
3. Exercises good judgment and tact				
4. Participates in student activities				
5. Participates in professional activities				
6. Develops effective partnerships with parents				
7. Practices ethical behavior				
8. Works well as a team player				
9. Observes time and attendance schedules and obligations				
10. Demonstrates an understanding of the mission of LFCS				
<i>A “needs improvement” or “unsatisfactory” must be followed by a specific plan for improvement</i>				

**Remarks:**

√ **Commendations:**

√ **Recommendations:**

~~Summary/ Overall Evaluation:~~ - - - - -

Signatures:

\_\_\_\_\_  
**Evaluator**

\_\_\_\_\_  
**Date**

This report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to append comments regarding this evaluation. A signature on this evaluation does not necessarily signify agreement with the evaluation.

\_\_\_\_\_  
*Evaluee*

\_\_\_\_\_  
*Date*

**Literacy First** Charter Schools  
Staff Evaluation Criteria

**CLASSROOM INSTRUCTION**

**1. Demonstrates knowledge of subject:**

*1.1 Meets Expectations*

- 1.1.1 Lesson appropriate to age, grade level, class, student ability, course of study, frameworks and standards.
- 1.1.2 Lessons are factually/technically accurate and devoid of incorrect information.
- 1.1.3 Communicates/ articulates selected skills, concepts and topics to parents, students, principal.

*1.2 Exceeds Expectations*

- 1.2.1 Mentors peers in subject areas, chairs curriculum committees on site (demonstrates expertise), participates in school wide committees in a chosen subject area.

**2.0 Displays skill in a variety of teaching techniques:**

*2.1 Meets Expectations*

- 2.1.1 Effectively utilizes or demonstrates a variety of teaching techniques/ strategies/ methodologies, such as: teacher demonstrations, lecture, use of technology including video and overhead, computers, outside speakers, directed reading, group discussions, role playing, simulations, games, and hands-on experiences.
- 2.1.2 Uses a variety of organizational patterns that match the instruction, including: whole class, small group, flexible grouping, skill groups, peer teaching, individualization and teams.
- 2.1.3 Develops and/or utilizes a variety of materials and equipment, including ancillary teaching resources, A/V equipment and computers
- 2.1.4 Demonstrates and effectively applies sound principles of learning in instructional styles, including flexible grouping, shared teaching opportunities, active participation, practice/repeat, modeling, motivational techniques, and inquiry approaches

*2.2 Exceeds Expectations*

- 2.2.1 Mentors with demonstrations, acts as a resource for other staff members, leads in-service opportunities on technique, and utilizes an extensive variety of creative technique

**3.0 Plans well for daily and long term goals:**

*3.1 Meets Expectations*

- 3.1.1 Daily lesson plans are available, appropriate to subject matter, sequential and utilize time effectively.
- 3.1.2 Class activities indicate a plan being implemented.
- 3.1.3 Lessons demonstrate pre and post planning.
- 3.1.4 Utilizes support personnel effectively.
- 3.1.5 Plans readily available for substitute teacher.

*3.2 Exceeds Expectations*

- 3.2.1 Acts as a resource for others; quality of plans is comprehensive, creative and show clear evidence of individualization and resourcefulness.



**4.0 Provides evidence of individualizing instruction:***4.1 Meets Expectations*

- 4.1.1 Instruction is clearly developed to be delivered in a variety of grouping settings, including whole group, small skill groups, teams, flexible grouping and individual.
- 4.1.2 There is evidence that assignments are designed with the student's success in mind.
- 4.1.3 Individual attention is given to students as needed.
- 4.1.4 Lessons are adapted and developed to meet the varying learning styles and modalities of all students.
- 4.1.5 Recognizes, as well as honors the differences, especially in learning styles, temperaments, and modalities.

*4.2 Exceeds Expectations*

- 4.2.1 Mentors with demonstrations, acts as a resource for others, leads in-service opportunities on technique, implements an extensive variety of creative and resourceful instructional techniques

**5.0 Exhibits resourcefulness in teaching strategies:***5.1 Meets Expectations*

- 5.1.1 Utilizes a variety of resources, materials, and strategies to create an interesting, engaging classroom environment.
- 5.1.2 Able to evaluate and modify lesson expectation to meet the learning moment
- 5.1.3 Demonstrates an ability to be flexible and tolerant of unexpected changes and interruptions.
- 5.1.4 Adjusts instructional strategies to meet student needs.

*5.2 Exceeds Expectations*

- 5.2.1 Mentors with demonstrations, acts as a resource for others, leads in-service opportunities on technique, and implements an extensive variety of creative and resourceful instructional techniques.
- 5.2.2 Effectively utilizes spontaneous opportunities to enhance instruction.

**6.0 Is organized and demonstrates effective time management skills:***6.1 Meets Expectations*

- 6.1.1 Weekly, monthly and annual lesson plans lay the groundwork for effective daily planning. Schedules are followed and daily objectives are met.
- 6.1.2 Appropriate attention to following strategies, attendance, classroom management, time management, lesson flow and transition.

*6.2 N/A***7.0 Engages students effectively:***7.1 Meets Expectations*

- 7.1.1 Students are clearly engaged in the instructional moment showing appropriate behavior and attitude.
- 7.1.2 Teacher demonstrates sensitivity to students.
- 7.1.3 Classroom atmosphere depicts an environment of mutual respect.
- 7.1.4 Student communication in a variety of ways is evident.
- 7.1.5 Teacher models appropriate positive behavior through speech and actions.

*7.2 Exceeds Expectations*

- 7.2.1 Successfully motivates all types of students consistently.

- 7.2.2 Mentors with demonstrations, acts as a resource for others, leads in-service opportunities on technique, and implements an extensive variety of creative and resourceful instructional techniques.

### 8.0 Keeps accurate and legible records:

- 8.1 *Meets Expectations*
- 8.1.1 Accurate, legible and timely attention is given to attendance, grades, records and lesson plans.
- 8.1.2 Adheres to professional ethics and school policies in maintaining confidentiality of information regarding colleagues, students, their families and school relevant information.
- 8.2 *Exceeds Expectations* N/A

### 9.0 Uses voice as an effective teaching tool:

- 9.1 *Meets Expectations*
- 9.1.1 Voice is projected so that all students can hear without increasing volume to compensate for classroom noise level.
- 9.1.2 Class room management is controlled by effective use of voice level, inflection, modulation and expression.
- 9.2 *Exceeds Expectations* N/A

### 10.0 Classroom maintained in a positive nurturing manner:

- 10.1 *Meets Expectations*
- 10.1.1 Students are on task and engaged.
- 10.1.2 A clearly defined management system is defined and in place.
- 10.1.3 The evidence of a variety of behavior management techniques and strategies are apparent.
- 10.1.4 Teacher works effectively with students, parents and staff to identify and reinforce appropriate positive behavior.
- 10.1.5 Teacher demonstrates the ability to diffuse difficult and/tense situations.
- 10.2 *Exceeds Expectations* N/A

### 11.0 Creates an inviting learning environment:

- 11.1 *Meets Expectations*
- 11.1.1 Classroom arrangement has been designed paying attention to lighting, ventilation and temperature.
- 11.1.2 Seating arrangement is appropriate for specific lesson and /or student needs and differences.
- 11.1.3 Use of color/design has been considered in the development of an engaging classroom environment
- 11.1.4 Classroom is maintained in a neat, clean and safe manner.
- 11.1.5 Establishes and maintains consistent and challenging expectations for student learning.
- 11.1.6 Student responsibility is fostered for attaining academic goals.
- 11.1.7 Effective transitions strategies are in place and maintained.
- 11.1.8 Independent work/study habits are modeled and reinforced.
- 11.1.9 Time is used efficiently, thereby promoting high student participation in learning activities.
- 11.1.10 Develops within students a strong sense of self control, responsibility and citizenship.

11.1.11 Demonstrates and models attitudes of good character as promoted by the school charter.

11.2 *Exceeds Expectations:*

11.2.1 Regularly provides new, innovative and stimulating activities.

11.2.2 Mentors with demonstrations, acts as a resource for others, leads in-service opportunities on technique, implements an extensive variety of creative and resourceful instructional techniques.

**12.0 Understands the need for pacing instruction:**

12.1 *Meets Expectations*

12.1.1 Evidence of long term planning to develop program that will meet the standards established for specific grade level.

12.1.2 Effectively uses time to pace lessons for maximum implementation of grade level curriculum.

12.1.3 Collaborates with others to ensure most effective implementation of curriculum and classroom standards.

12.2 *Exceeds Expectations*

12.2.1 Provides leadership to others in effectively pacing curriculum.

12.2.2 Mentors with demonstrations, acts as a resource for others, leads in-service opportunities on technique, implements an extensive variety of creative and resourceful instructional techniques.

**NON CLASSROOM RESPONSIBILITIES**

**1.0 Shows care in personal appearance**

1.1 *Meets Expectations*

1.1.1 Personal attire is clean, neat, professional and appropriate for the learning environment.

1.2 *Exceeds Expectations*

N/A

**2.0 Accepts suggestions in a cooperative spirit**

2.1 *Meets Expectations*

2.1.1 Responds positively to constructive suggestions.

2.2 *Exceeds Expectations*

2.2.1 Actively seeks and implements suggestions and help from staff.

**3.0 Exercises good judgment and tact**

3.1 *Meets Expectations*

3.1.1 Maintains positive communication with school, community, parents and students.

3.1.2 Demonstrates appropriate decision making ability under stressful conditions.

3.1.3 Exercises professional conduct when dealing with students, staff, parents and community.

3.2 *Exceeds Expectations*

3.2.1 Demonstrates a positive attitude in problem solving situations.

3.2.2 Consistently handles difficult situations appropriately.

**4.0 Participates in student activities**

4.1 *Meets Expectations*

4.1.1 Participates in and supports student activities outside the classroom.

4.2 *Exceeds Expectations*

4.2.1 Voluntarily contributes time, energy and talent in working with students outside the classroom and/or the regular teaching day.

**5.0 Participates in professional activities**

5.1 *Meets Expectations*

5.1.1 Participates in staff and grade level meetings, staff development, and professional growth and site committees.

5.2 *Exceeds Expectations*

5.2.1 Actively participates in professional activities.

**6.0 Develops effective partnerships with parents**

6.1 *Meets Expectations*

6.1.1 Maintains and conveys a positive attitude regarding students and education.

6.1.2 Develops and maintains open channels of communications between home and school.

6.1.3 Effectively develops parent participation/aide program in the classroom.

6.2 *Exceeds Expectations*

6.2.1 Utilizes a variety of methods to maintain an on going home/school communication system, including regular newsletters, and use of the web site.

**7.0 Practices ethical behavior**

7.1 *Meets Expectations*

7.1.1 Adheres to accepted legal, ethical and moral codes.

7.1.2 Treats students, parents, and colleagues with respect and kindness.

7.1.3 Promotes and supports a positive school image with the public.

7.2 *Exceeds expectations*

7.2.1 Consistently models and mentors professional ethics for others.

**8.0 Works well as a team player**

8.1 *Meets Expectations*

8.1.1 Promotes team spirit when working with grade level teams.

8.1.2 Promotes cooperation among and collaborative efforts of staff.

8.1.3 Consistently works to develop effective team strategies to enhance the overall school/grade level program.

8.1.4 Demonstrates initiative and problem solving skills.

8.2 *Exceeds Expectations*

8.2.1 Consistently facilitates cooperation and collaboration among team and staff.

**9.0 Observes time and attendance schedules and obligations**

9.1 *Meets Expectations*

9.1.1 Is consistently punctual.

9.1.2 Adheres to contractual teaching hours.

9.1.3 Avoids abuse of school policy.

9.1.4 Meets specific task dates and deadlines.

9.2 *Exceeds Expectations* N/A

**10.0 Demonstrates an understanding of the mission of LFCS**

*10.1 Meets Expectations*

- 1.1.1 Understands the components of the charter of LFCS.
- 1.1.2 Actively works to uphold the goals and mission of LFCS.
- 1.1.3 Demonstrates an understanding of the nature of the educational mission of LFCS by the manner in which students, parents and staff are treated.
- 1.1.4 Deliberately develops instructional program to meet the demands of the educational program as directed in the charter.

*10.2 Exceeds Expectations*

- 10.2.1 Participates in projects specifically developed to meet the mission of the charter.
- 10.2.2 Provides leadership in the arena of the LFCS charter implementation.
- 10.2.3 Independently researches ways in which to improve and enhance the charter.

**Literacy First Charter Schools Post Evaluation Conference**

Teacher Conference for

Date:

Teacher notes these as strengths:
Teacher notes these as areas that could use improvement:
The area of professional growth for this year is:
Workshops to attend to meet these goals might include:

Signature:

Date:

**LFCS Staff Training Matrix**

<b>Training Topic</b>	<b>Reference</b>	<b>Training Cycle</b>	<b>Time</b>	<b>Resource</b>	<b>Target Trainee</b>
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., C40.200,212,220,260,3529 3	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	Human Resource
• Bullying	• ADA ACA	• As needed	• Discretionary	• SDCOE/ Nurse	• All Staff
• Cyber Safety	• Community Concern	• As needed	• Discretionary	• SD Crime Unit	• Teachers

**LFCS Health Services Training provided by School Nurse, health assistant or professional health care provider.**

**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(7<sup>th</sup>)/Hygiene(4<sup>th</sup>)/Oral Hygiene(1<sup>st</sup>) classes done annually



**APPENDIX I**  
*Handbooks*  
*(Staff and Student)*

# Literacy First Charter Schools Handbook 2015-2016



*One School... Three locations: K-8*

**Primary Academy K-3**

799 E. Washington Ave  
El Cajon, CA 92020  
619.579.7232

**Liberty Academy K-6**

698 W. Main Street  
El Cajon, CA 92020  
619.579.7233

**Junior Academy 4-8**

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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**OUR ~~MISSION~~ – AFTER 15 YEARS...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* 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 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

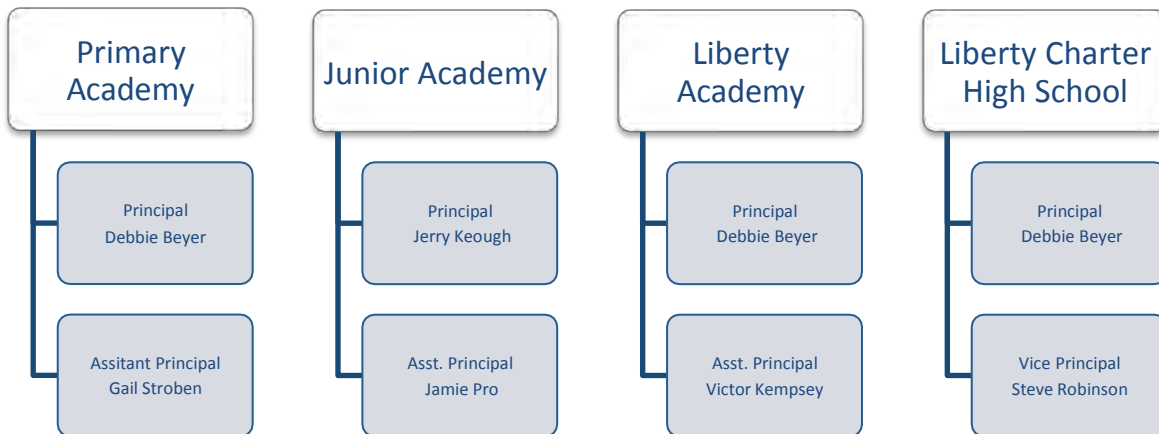
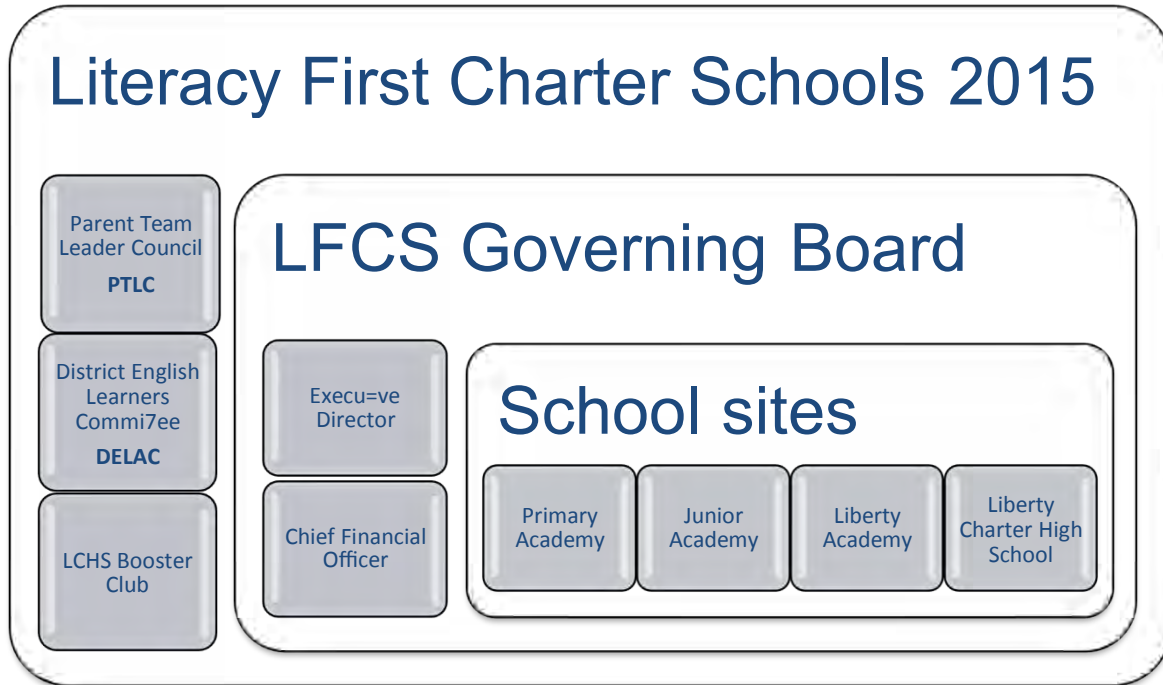
All parents will be enthusiastically drawn into the school environment

### *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



*Affiliation*

LFCS is a public school that operates as a charter school authorized by the San Diego County Board of Education. LFCS operates with its own school board and is directly funded.

## 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*

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 \$3.00. 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 12:00 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.***

### 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.

### LITERACY FIRST CHARTER SCHOOL 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. 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.

*Unexcused Absences/Truancy*

Students shall be classified as truant if the student is absent from school without a valid excuse three full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid 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. Each of the first two (2) unexcused 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. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian 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) unexcused absences in a school year, the parent/guardian will receive "Truancy Letter #1" from 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. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused 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) unexcused 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 unexcused 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 LFCS 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 valid 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.**

## 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 will 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 will 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/school logo. There are no exceptions to this policy. Order these early, so you are prepared on the first field trip.**

Hair: Hair styles should be in good taste; neat, well groomed and a natural color. Hair should be kept out of student's face with the eyes being visible. Hair styles are subject to administrative approval.

Outerwear: Sweaters and jackets must be solid navy only. Outerwear on fieldtrips must be navy w/school logo. No stripes, patterns, or designs.

Shoes: Closed toed shoes are to be worn.

Hats: Hats may be worn on the playground only. All hats must be only polo shirt colors. Hats may not have any logos, symbols, or lettering of any kind on them.

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 corduroys, cargo shorts are okay. Pants must be the correct size, not over-sized, baggy, or too tight, and must be worn at the waist.

Accessories: Belts, ties, knee-high socks, leggings or tights must be only polo shirt solid colors. (Exception: Black leggings are permissible.)

Piercings: All piercings must be modest. All visible piercings must be located on the ear, not anywhere else on the face, neck or head.

### **Girls:**

- Tanks and camis worn under the polo shirt may not be visible.
- 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 (4<sup>th</sup>-8<sup>th</sup> only).
- Heavy make-up is inappropriate.
- Excessive accessorizing is inappropriate. Jewelry must be in a style that does not distract from learning.
- Body piercings and tattoos are not permissible.

### **Boys:**

- Undershirts worn under the polo shirt are to be tucked in and not visible.

- At no time should underclothing or bare skin be visible.
- Earrings for boys are discouraged at all times. Administration discretion will be used to determine the amount of distraction such an accessory may be/is causing.
- Body piercings and tattoos are not permissible.

**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:**

1<sup>st</sup> offense – Teacher will record the name of student out of dress code, and the student receives a warning.

2<sup>nd</sup> offense – Student is sent to the office and parents will be notified to bring appropriate dress.

3<sup>rd</sup> offense – Student is sent home for the day. Repeat offenses can result in suspension.

\*7<sup>th</sup> and 8<sup>th</sup> grade students will receive a step for being out of dress code. (See pages 17-18 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 15-18 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

***Responsibilities***

To abide by all rules of behavior and conduct  
To treat all persons, students and school personnel, with respect

To receive instruction on a daily basis that will be the base for pursuit of higher education  
To receive personal guidance, encouragement, perform all classroom work assigned

To attend school on a regular basis  
To make an honest effort to

and special assistance as necessary  
To receive ongoing assessments of progress

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.
- All 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 and 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 finished 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.
  - **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.



## **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. 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...) are not permitted on campus. Cell phones, if for use to contact parents, must be turned off and kept in backpack at all times. Visible cell phones will be confiscated. Individual cases will be handled by the administration on a case by case basis. Lost or stolen forbidden electronic devices are not the responsibility or concern of the school.

- *Social Media*

Literacy First Charter Schools expects students to treat others respectfully, this includes social media. Any use 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](http://www.lfcsinc.org).

- *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 quarterly. 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 will be awarded honor roll quarterly. 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 quarter. First quarter conferences are mandatory.

- *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 expected. Teachers will have specific tasks. Additionally, our PTLC is eager to recruit willing parents. Special events throughout the year also provide many opportunities for parent involvement.

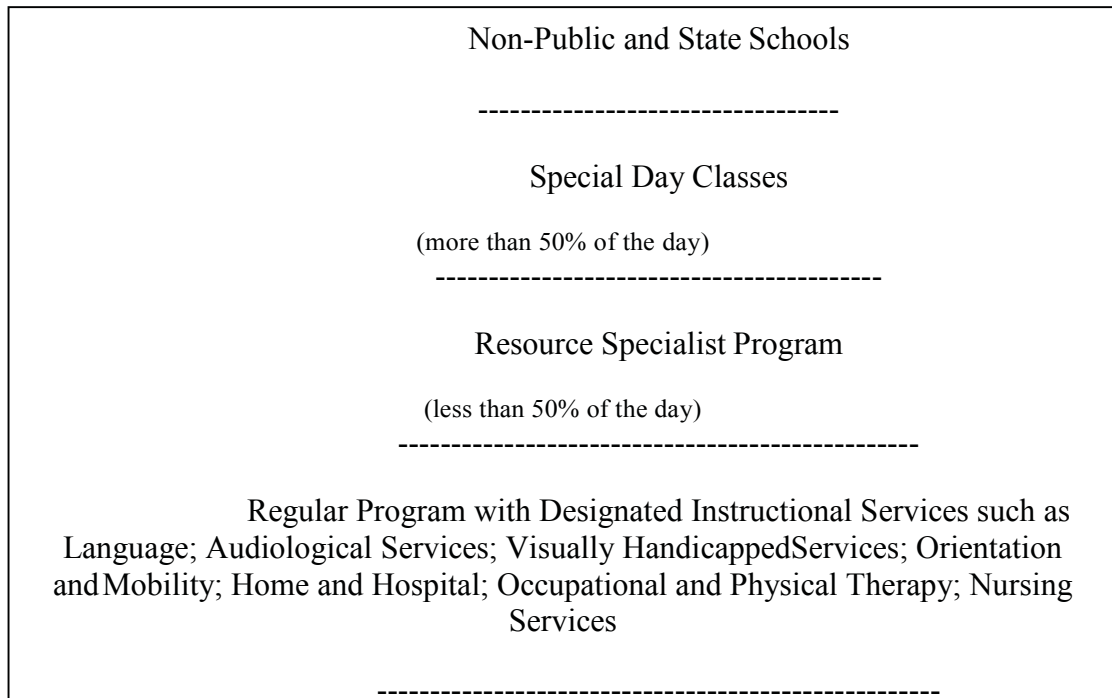
- *Student Services*

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 within the regular classroom with 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 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><b>Campus/Classroom Disruptions (See 7<sup>th</sup> and 8<sup>th</sup> grade Behavior Expectations)</b> Students are expected to follow rules established by teachers for acceptable campus/classroom behavior, this includes disrespectfulness.</p>	<p><b>1<sup>st</sup> offense</b> – Student sent to office on referral, parent contact, apology  <b>2<sup>nd</sup> offense</b> – Parent conference, possible suspension  <b>3<sup>rd</sup> offense</b> – Parent conference, possible suspension</p>
<p><b>Cheating/Attempting to Cheat</b> 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><b>1<sup>st</sup> offense</b> – Conference with student and teacher, apology, no credit on assignment or test, parent contact  <b>2<sup>nd</sup> offense</b> – Student sent to office on referral, no credit on assignment or test, parent contact, possible suspension  <b>3<sup>rd</sup> offense</b> – Suspension from school</p>
<p><b>Dangerous Objects/Weapons</b> 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><b>Administrative Action:</b></p> <ul style="list-style-type: none"> <li>• Confiscation of weapon/dangerous object</li> <li>• Suspension/ parent conference/ police contact</li> <li>• Expulsion</li> <li>• Any combination of the above</li> </ul>
<p><b>Deception</b> 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><b>1<sup>st</sup> offense</b> – Student sent of office on referral, parent contact, apology  <b>2<sup>nd</sup> offense</b> – Parent conference, apology, possible suspension  <b>3<sup>rd</sup> offense</b> – Parent conference, possible suspension</p>
<p><b>Defiance of Authority</b> 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><b>1<sup>st</sup> offense</b> – Student is sent to the office, parent contact, referral, apology, possible suspension  <b>2<sup>nd</sup> offense</b> – Parent conference and possible suspension.  <b>3<sup>rd</sup> offense</b> – Possible suspension</p>
<p><b>Destruction of Property/Vandalism</b> Vandalism is the intentional damaging or destruction of public or private property. This includes but in not limited to writing in textbooks and on desk counters or table tops, graffiti or tagging and breaking windows.</p>	<p><b>1<sup>st</sup> offense</b> – Student is sent to the office, parent contact, restitution must be made, possible suspension  <b>2<sup>nd</sup> offense</b> – Parent conference and restitution, possible suspension  <b>3<sup>rd</sup> offense</b> – Parent conference, restitution and suspension</p>
<p><b>Drugs and Alcohol</b> 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><b>Administrative Action:</b></p> <ul style="list-style-type: none"> <li>• Confiscation of drugs/alcohol</li> <li>• Suspension/ parent conference/ police contact</li> <li>• Expulsion</li> <li>• Any combination of the above</li> </ul>



<p><b>Physical force, verbal or physical threat</b>                  This includes the use of physical force against another person or threatening to cause injury to another person.</p>	<p><b>Administrative Action:</b></p> <ul style="list-style-type: none"> <li>• Parent contact/apology</li> <li>• Suspension</li> <li>• Expulsion</li> <li>• Any combination of the above</li> </ul>
<p><b>Harassment/Intimidation/Bullying</b>                  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 bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.</p>	<p><b>1<sup>st</sup> offense</b> – Student sent to office on referral, parent conference, apology  <b>2<sup>nd</sup> offense</b> – Parent conference, apology possible suspension  <b>3<sup>rd</sup> offense</b> – Parent conference, suspension, possible expulsion</p>
<p><b>Obscene acts, profanity or vulgarity</b>                  Obscene acts, profanity, obscene or pornographic material, or vulgarity are not allowed on campus or at school sponsored events.</p>	<p><b>1<sup>st</sup> offense</b> – Sent to office on referral, parent contact, apology, possible suspension  <b>2<sup>nd</sup> offense</b> – Parent conference and possible suspension</p>
<p><b>Skateboards, rollerblades and wheeled shoes</b>                  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><b>1<sup>st</sup> offense</b> – Confiscated, parent contact, returned at the end of the day  <b>2<sup>nd</sup> offense</b> – Confiscated, parent contact, returned to parent</p>
<p><b>Stealing/Theft Possession of Stolen Property</b>                  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><b>1<sup>st</sup> offense</b> – Student sent to office on referral, parent conference, apology, return of property, possible suspension  <b>2<sup>nd</sup> offense</b> – Parent conference, return of property, possible suspension  <b>3<sup>rd</sup> offense</b> – Parent conference, return of property, suspension, possible expulsion</p>
<p><b>Personal Property</b>                  Cell phones, cameras, ipods, personal game devices, radios, tablets, electronic readers, recording devices, etc. may not be used during school hours.</p>	<p><b>1<sup>st</sup> offense</b> – Confiscated, parent contact, returned at the end of the day  <b>2<sup>nd</sup> offense</b> – Confiscated, parent contact, returned to parent  <b>3<sup>rd</sup> offense</b> – Suspension</p>

## 7<sup>th</sup> and 8<sup>th</sup> Grade Behavior Plan

1. Students, who choose to eat without permission in class, do not come to class prepared with the necessary supplies or assignments, inappropriately communicate with others, disrupt classroom and school activities, act disrespectfully, are chewing gum, have an unexcused tardy from recess or to a rotation, who violate the dress code, or are not at designated pick-up and dismissal areas may earn one step for each infraction. Students will be notified at the time a step is earned.
2. Students who accumulate 3 steps must report to the office for lunch detention. If a student receives a 4<sup>th</sup> step, the student will have to serve a half-day detention for that step (this will be monitored by a designated person during our early dismissal Fridays). Students receiving 5, 6, and 7 steps will serve a one day suspension from school as each step occurs. On the 8<sup>th</sup> step earned the student will serve a suspension and a conference will be mandatory with the administration and parents of the student to come up with a contract of behavior for the student.
3. Upon earning a step, teachers will note the date, day, and behavior on that student's step record.
4. Upon earning lunch detention, the student is expected to report to the office promptly at lunch. Students are expected to arrive on time. The teacher on duty will call home to notify the parents of their child's detention. If they have ordered lunch, it will be brought to them. Students will be dismissed five minutes early in order to use the restroom before their next class.
5. Students who arrive tardy to lunch detention without permission, disrupt the silence, act disrespectfully, or try to do any unauthorized activity will earn a SECOND lunch detention for the very next school day.
6. Students who earn no steps within any given quarter will earn a reward activity at the end of the quarter.
7. For behavior that is considered worthy of immediate expulsion from the classroom, a discipline notice will be written and sent to the office by the teacher. This behavior may result in a suspension

### **SUSPENSIONS:**

If a student is given a suspension before lunch then that student will be sent home and that day will be considered to be their one day of suspension. If a student is given a suspension after lunch then that student will be sent home and they will serve their full day of suspension on the following school day.

If students are suspended they will not be able to make up any of the daily work that they missed. Students will still be able to make up any cumulative work that was due while they were on suspension such as tests, quizzes, and projects.

LFCS.2015-16 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:

- Adult Education
- Career/Technical Education
- Child Development Programs
- Consolidated Categorical Programs
- Migrant and Indian Education
- Pupil Fees
- Nutrition Services
- Special Education
- 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:

- Age
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Gender / Gender Expression / Gender Identity
- Genetic Information
- National Origin
- Race or Ethnicity
- Religion
- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics

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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Literacy First Charter School – Uniform Complaint Policy and Procedures - *Form*

**25**

Literacy First Charter Schools • [www.lfcsinc.org](http://www.lfcsinc.org)

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?

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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  
 1012 E. Bradely Ave.  
 El Cajon, CA 92021  
 619.596.5905

Literacy First Charter School – Uniform Complaint Policy and Procedures - *Form*

**26**

*Sample Form*



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**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

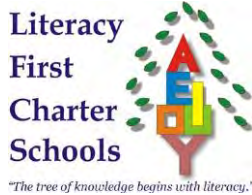
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# HANDBOOK

## 2015-2016



*A Literacy First Charter School*  
[www.lfcsinc.org](http://www.lfcsinc.org)

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**OUR MISSION**  
**AFTER 15 YEARS...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* 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 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

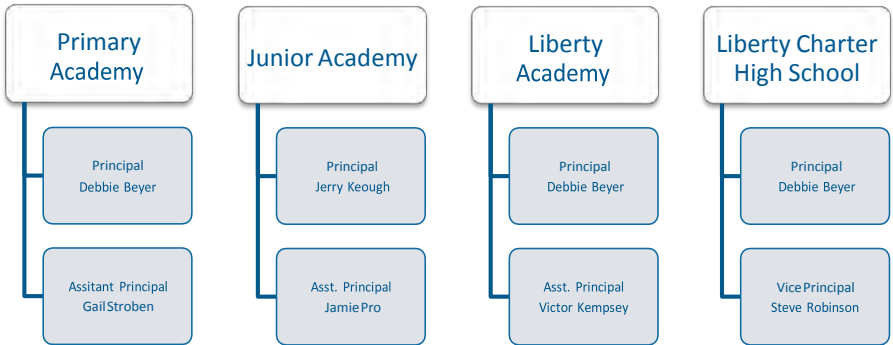
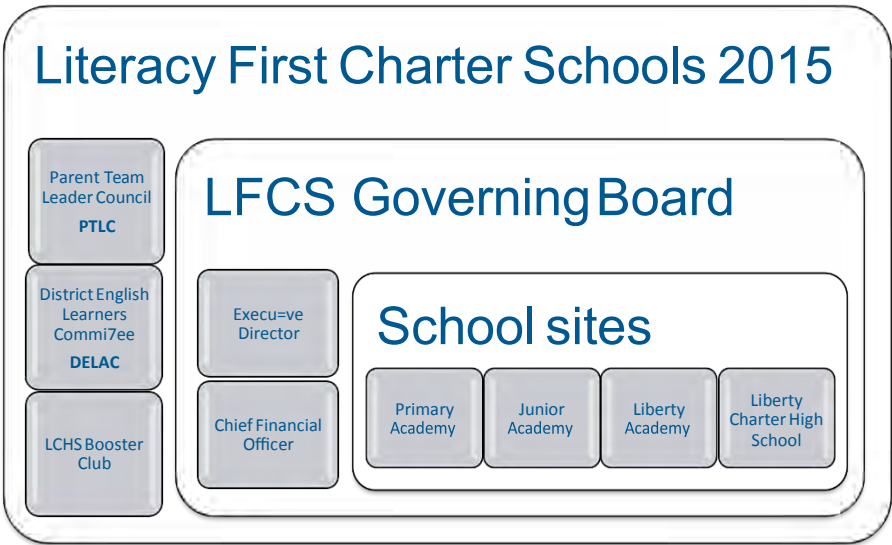
All parents will be enthusiastically drawn into the school environment

### *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



*Affiliation*

Liberty Charter High School is a public school that operates as a part of Literacy First Charter Schools, K-12 authorized through the San Diego County of Education.

## Student Handbook

### II. 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.

### III. 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.

#### IV. *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.

### V. 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.

## *VI. 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.

## **VII.** *Classroom Attire*

Learning deserves an environment of respect and freedom from distraction. All students are required to be in compliance with the dress code.

## **VIII.** *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.

## **IX.** *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.

## **X.** *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.

## **XI.** *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.

***XII. 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) truant
- More than two (2) suspensions during the year

### *XIII. 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.

### *XIV. 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 non-college-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:

*XV. 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.

*XVI. National Honor Society*

Students having attained the 11<sup>th</sup> or 12<sup>th</sup> 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.

*XVII. The California High School Exit Exam*

All students will take the California High School Exit Exam (CAHSEE) and must pass it in order to graduate from Liberty Charter High School. Our goal is for all our students to pass the CAHSEE by the end of 10<sup>th</sup> grade.

*XVIII. 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.

*XIX. 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.

**XX. 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), 3-4 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 mid-50% of enrolled students is: Verbal 500 - 610; Math 500 - 590.

## *XXI. GRADUATION REQUIREMENT OPTIONS*

Liberty Charter High School offers varying pathways by which students may meet graduation requirements. The choice of the pathway depends on the post-graduation plans of the student and the 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.

All general education students are required to pass the California High School Exit Exam (CAHSEE) in order to receive a diploma from a California public high school. Students have the opportunity to pass the CAHSEE for the first time in the spring of

their sophomore year. Juniors and seniors who have not passed the exam have two opportunities their junior year and three their senior year to pass. By law, students with IEP's are not required to pass the CAHSEE in order to earn a diploma, but our goal is for all our students to pass the exam.

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

<i>XXII. Subject</i>	<i>Credits</i>	<i>Subject</i>	<i>Credits</i>
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	<b>Total:</b>	<b>240*</b>

*XXIII. \*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

<b>Subject</b>	<b>Credits</b>	<b>Subject</b>	<b>Credit</b>
UC “b” English	40	UC “a” World History	10
UC “c” Mathematics	30	UC “a” US History	10
UC “d” Life and Physical Science Technology	20	UC “a” American Government	5
UC “f” Art	10	UC “g” Economics	5
UC “e” Foreign Language	20	Physical Education	20
UC “a” Geography	10	Electives	30
		<b>Total:</b>	<b>220*</b>

*XXIV. \*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

<b>Subject</b>	<b>Credits</b>	<b>Subject</b>	<b>Credits</b>
English	40	UC “a” World History	10
Mathematics	30	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	10	Physical Education	20
UC “a” Geography	10	Electives	40
		<b>Total:</b>	<b>210*</b>

*XXV. \*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.

**XXVI. 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.

*XXVII. 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.

## **XXVIII.**      *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.

## **XXIX.**      *Participation in the LCHS Graduation Ceremony*

1. To participate in the LCHS graduation ceremony, a student must meet **both** of the following criteria:
  - a. 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
  - b. have completed and passed senior exhibition with integrity



**XXX.** *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.

**XXXI.** *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.

## 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.** Hats with an LCHS logo on them and hoods of dress code compliant sweatshirts or jackets may be worn outside of class, offices, and assemblies. All hats and hoods are to be removed upon entering a classroom, office, or assembly. No other hats are to be worn on campus. Students who wear hats in violation of this policy will have the hat immediately confiscated and a

parent will be required to pick up the hat from the Vice Principal. Students who wear hoods worn in violation of this policy will have the sweatshirt immediately confiscated and a parent will be required to pick up the sweatshirt from the vice principal.

**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.

**Pants/Shorts.** Only trouser-style (no outside pockets such as found on jeans, etc.) khaki, navy or black pants/shorts are to be worn. 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.

**Polo-style shirts.** Unless LCHS administration designates a Monday, Tuesday, Wednesday, or Thursday as a Casual or Theme Dress Day, all students must wear polo-styled shirts on Monday, Tuesday, Wednesday, and Thursday except for Leadership Council members on Wednesday and athletes on game days. All students may wear polo-styled shirts on Fridays. Only Liberty approved shirts, polo-style are to be worn. The only approved logo or name is that of Liberty Charter High School. All undershirts, tanks, and camis worn under the prescribed dress polos, must be tucked in and not visible at any time. Regular school day prescribed dress shirts must be worn under all dress code outerwear. All polo shirts must be solid colors in black, white, grey, red, dark purple, bright pink (girls only), maroon/burgundy, forest green, and navy blue. All polo shirts must have no more than three buttons. No striped polo shirts are allowed

**T-Shirts.** School issued T-shirts may be worn only on Fridays with the following exceptions. Leadership Council students may

wear their Leadership Council T-shirts on Wednesdays for assemblies. Athletes may wear their team jerseys or team issued T-shirts on game days.

**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. In addition to the LCHS specific skirts available through California Clothing, the adult sized plaid skirt available from Nunes Apparel is permissible as long as it meets the length requirement. 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.

### *XXXII. 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:

1. Boys and girls are permitted to wear clean, non-ripped, modest fitting blue jeans and the school issued class color T-shirt.
2. 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.

**XXXIII.**            *Professional Dress Days*

All professional dress required for many field trips and other school related activities must be purchased at California Clothing. Boys must purchase navy, khaki, or black slacks and a navy long sleeve Oxford button up shirt. Girls must purchase a navy, khaki, or black pencil skirt and white short sleeve button up shirt.

**XXXIV.** *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.

**XXXV.** *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.

### *XXXVI. 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.

### *XXXVII. ATTENDANCE POLICIES*

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.

**XXXVIII.** *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 Board 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. 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.

### **Unexcused Absences/Truancy**

Students shall be classified as truant if the student is absent from school without a valid excuse three full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid 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.

Students who accumulate more than seven unexcused absences in a semester system class or ten unexcused absences in a yearly system class may not earn a passing grade and must attend Saturday school as deemed appropriate by the school's principal. Students may be dropped for excessive absences (exceeding ten absences in a semester class) if it is determined that the absences,

in combination with lack of effort, lack of academic success, or poor attitude results in disruptive behavior. Students and parents/guardians must recognize that there is a direct relationship between school attendance and grades/credits earned.

### *XXXIX. Truancy Process:*

1. Each of the first two (2) unexcused 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. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian 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) unexcused 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. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused 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.

Upon reaching ten (10) unexcused 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.

4. 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 unexcused 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.
5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from LFCS and notification of the disenrollment sent to the student's district of residence.
  6. 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 the LFCS with any new contact information.
  7. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the 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.
- XL. Parent failure or refusal to participate in the process does not prevent LFCS from moving forward with its procedures.***

## **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.

***XXI. 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.

***XXII. 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

***XXIII. 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 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

***XXIV. 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 \_\_\_\_\_

***XLV. 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**.

**XLVI. 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.

**XLVII. 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.

**XLVIII. *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.

## *XLIX. 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.

## *L. 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.

## *LI. 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.

### **LII. *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.

### **LIII. *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.

## **LIV.** *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 month 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.

## **LV.** *Saturday School Rules:*

- All rules of Code of Conduct will be enforced.
- Saturday School hours are 9:00 a.m. to 12:00p.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.

## **LVI.** *Classroom Detention*

As a general rule teachers assign a Classroom Detention for minor misconduct happening within the classroom such as, but not limited to: chewing gum, passing notes, making noises, minor inappropriate conflicts with others, and cheating. Repeated violations by individuals will be referred to the Principal who may assign Saturday School to that student.

***LVII. 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.

***LVIII. 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.

***LIX. 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.

***LX. 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.

## **LXI.** *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.

## **LXII.** *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

### *LXIII. 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.

**LXIV.**        *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.

**LXV.**        *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.

*LXVI. 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.

*LXVII. 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.

*LXVIII. 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.

### *LXIX. 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.

*LXX. 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.

### *LXXI. 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.

*LXXII. Please note that Liberty Charter High is not liable or financially responsible for any theft of any items.*

### *LXXIII. 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.

*LXXIV. 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.

*LXXV. 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.

**LXXVI.            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 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. It includes, but is not limited to, any or all of the following:

**LXXVII.            *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.

**LXXVIII.**      *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.

**LXXIX.** *Physical Harassment*

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.

**LXXX.** *Visual Harassment*

Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures.

**LXXXI.** *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.

## **LXXXII.**      *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.

## **LXXXIII.**      *ADDITIONAL POLICIES*

### **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.

Student athletes earn varsity letters based on fulfilling at least the following four 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. LCHS administration reserves the right to define “varsity level.”

1. By the end of the season, an athlete must have consistently demonstrated and/or improved their character in the areas of respect, responsibility, integrity, courage, perseverance, and leadership.
2. Athletes must consistently participate in varsity level team activities, practices, and contests to the best of their ability for the entire season.
3. Athletes must maintain academic eligibility for the entire season.
4. Athletes must return all school property such as equipment, uniforms, or other materials issued to them during the course of the season.



**LXXXIV.**      *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 truancies, 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.

**LXXXV.**      *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.

**LXXXVI.**     *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.

**LXXXVII.**    *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.

**LXXXVIII.**   *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.

**LXXXIX.**     *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.).

**XC.**    *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.**

***XCI. 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.

## ***XCII. 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.

## ***XCIII. 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.

## ***XCIV. 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 student should be given care at home or, if the condition persists, the student should seek medical attention.
3. Arrangements to leave school because of illness or injury must be made through the office.
4. 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.

5. Health matters are treated confidentially.
6. 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.

### *XCV. 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.

### *XCVI. 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.

***XCVII. 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.

***XCVIII. 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.

***XCIX. 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.

***C. 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.

**CI.**     *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.

## ***CII. 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.

## ***CIII. 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.



**CIV. Transcripts**

Transcripts are available through the Main Office. Please allow one week to processes transcripts.

**CV. 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.

**CVI. 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.

**CVII. 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.

***CVIII. 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.

***CIX. 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.

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.



## **Eligibility**

# California Interscholastic Federation

### **Liberty High School Eligibility Policy**

To earn eligibility to participate in CIF sports, students must earn a GPA of at least 2.0 for the current 4.5 week grading period with no F's in any classes. All courses count toward the CIF eligibility GPS except P.E. However, all students enrolled in P.E. must be passing P.E. in order to earn eligibility. Eligibility is established every 4.5 weeks.

# A Message To Student-Athletes

*Your school is one of more than 1,400 public, parochial, private and charter high schools that have agreed to follow the rules and regulations it helped enact through the California Interscholastic Federation.*

Your high school years will provide some of the most memorable and enjoyable moments you will ever experience. The privilege of competing in interscholastic athletics is a once-in-a-lifetime experience which will influence you forever, but participation is dependent on your eligibility.

The essential eligibility requirements in this brochure are only a summary of some of the regulations affecting student eligibility. Most requirements are found in the *CIF Constitution and Bylaws*, which can be found in your school administrative office or on the State CIF web site, [www.cifstate.org](http://www.cifstate.org). In addition, your school/district has the authority to establish more stringent standards and enact codes of athletic conduct that are in the best interest of individual students, the team and community.

Review the rules with your parents/guardians and ask questions of your principal and athletic director. Your role in following the rules will assure eligibility to participate in interscholastic sports or prevent your participation as an ineligible athlete, which could result in forfeiture of contests for your school.

## CIF Approved Interscholastic Sports

Badminton	Golf	Tennis
Baseball	Gymnastics	Track & Field
Basketball	Lacrosse	Volleyball
Cross Country	Skiing & Snowbd.	Water Polo
Field Hockey	Soccer	Wrestling
Football	Swimming & Diving	



## A Summary Of The Rules

**1. AGE**—High school students become ineligible if they reach their 19th birthday before June 15 of the current school year. (Bylaw 202)

**2. PHYSICAL EXAMINATION**—Schools require that a student receive an annual physical examination conducted by a medical practitioner certifying that the student is physically fit to participate in athletics. This statement must be on a school board-approved form and be for the current school year. (Bylaw 307)

**3. SCHOLASTIC ELIGIBILITY**— Students must have a 2.0 GPA, on a 4.0 scale in all enrolled classes. Students must have passed at least the equivalent of 20 semester periods of work at the completion of the most recent grading period and currently be enrolled in at least 20 semester periods of work. (Bylaw 205)

**4. RESIDENTIAL ELIGIBILITY** – A student generally has residential eligibility upon initial enrollment in the 9<sup>th</sup> grade of any CIF member high school. Any student entering from the 8<sup>th</sup> grade must have achieved a 2.0 GPA on a 4.0 scale in all the enrolled courses at the conclusion of the previous grading period. (Bylaw 204)

**5. SEMESTERS OF ENROLLMENT**—A student may be eligible for athletic competition during a maximum amount of time that is not to exceed eight consecutive semesters following initial enrollment in the 9<sup>th</sup> grade of any school. (Bylaw 204)

**6. TRANSFER STUDENTS**—A student in grades 9 through 12 who participates in an interscholastic athletic contest or is enrolled in and/or attends a school for 15 school days or more shall be considered to have been “enrolled” in that school and be classified as a transfer student if the student changes/enrolls in another school. There are several classifications of transfer students. (Bylaw 207)

**Valid change of residence** - When a student and the entire family changes residence, the student may be granted unlimited eligibility allowing him/her to play all sports at any level at the new school. Other rules do apply; consult your administrator.

**Transfer without a valid change of residence** - A 9<sup>th</sup> grade student who is transferring for the 2<sup>nd</sup> time or any 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade student who transfers without a valid change of residence may or may not be granted “Limited Eligibility.” Students granted “Limited Eligibility” are limited for one year (from the date of transfer) to non-varsity competition in CIF sports they participated in during the previous 12 calendar months but may participate in varsity competition in all other CIF sports. (Bylaw 207)

**One transfer before 10th grade** – A new CIF bylaw allows students to transfer one time without a valid change of residence and retain varsity eligibility. This transfer must occur BEFORE the first day of the

student's third consecutive semester (typically the first day of the 10<sup>th</sup> grade). Other rules do apply; consult with your school administrator. For more detailed

information, please refer to the back of this brochure. (Bylaw 207)

**Students and parents anticipating a change of schools should first seek advice from their high school administration.**

**7. UNDU INFLUENCE/RECRUITING**—The use of undue influence by any person directly or indirectly associated with a school to secure or encourage the attendance of a student for athletic purposes, shall cause the student to become ineligible for a minimum of one year and subject the school to severe sanctions. Also, students may be prohibited from participation when they participated on a non-school team (i.e., AAU, Club, Travel Ball, Camps) and then transfers to the school that is associated with that non-school team. (Bylaw 510)

**8. PARTICIPATION ON AN OUTSIDE TEAM** — A student on a high school team becomes ineligible if the student competes in a contest on an “outside” team in the same sport during the student’s high school season of sport. The student’s school team may also be forced to forfeit contests. Some CIF Sections may have restrictions that include a prohibition of practice with an “outside” team. Please consult with your school administrator prior to participating with a non-school team. (Bylaw 600)

**9. PROFESSIONAL TRYOUTS** – A student shall become ineligible for CIF competition if he/she participates in a tryout for a professional team in any CIF-approved sport from September 15 to June 15 unless:

(1) His/Her principal has given written approval to a request for such participation from a professional team, AND

(2) The tryout is limited to five students or less.

**CAUTION:** Compliance with this bylaw does NOT ensure your eligibility with other athletic organizations, i.e., NCAA, NAIA or other governing bodies.

### **One Transfer before 10th Grade**

**Who qualifies?** Any first time 9<sup>th</sup> grade student, who has not attended more than two consecutive semesters since first enrolling in the 9th grade, may change schools and maintain varsity eligibility before the first day of the student’s third consecutive semester (typically the first day of 10<sup>th</sup> grade). All other CIF rules apply.

**What may keep me from qualifying?**

If you transfer to a new school whose coach worked with your club program; or follow a coach from your former school; or transfer to a new school where a booster, parent, friend or staff member encouraged you to attend, you may not be granted transfer eligibility.

**How do I request a transfer?**

First, you must be enrolled in your new school in accordance with its policies. You cannot use false or fraudulent information to get enrolled; if you do, you may be ineligible for up to 24 months.

Once you are enrolled, the school will help you fill out the State CIF Transfer Form and the State CIF Undue Influence Statement to be sent to the Section Office.

**When can I transfer?**

You do not have to finish the year at your school before you transfer. You can transfer anytime before the first day of your third semester (typically the first day of 10<sup>th</sup> grade).

**Can I transfer back to my school with eligibility if it doesn't work out for me at the new school?**

You are only allowed one transfer - one time prior to the first day of your 3<sup>rd</sup> consecutive semester (typically the first day of 10<sup>th</sup> grade). If you transfer back, or transfer to another school, you may have only limited eligibility.

**Can I transfer to/from a private school?**

There is no difference between transferring to a private or public school. So long as it is the first and only transfer prior to the first day of your 3<sup>rd</sup> consecutive semester (typically the first day of 10<sup>th</sup> grade), you may be eligible.

**If I have questions, who should I contact?**

You should always talk with an administrator at your current school first. If you need to talk with the new school, you should only talk with the principal. Talking with a coach at the new school may be considered undue influence or recruiting and prevent you from having eligibility.

## **CIF PHILOSOPHY ON STUDENT ELIGIBILITY FOR INTERSCHOLASTIC ATHLETIC COMPETITION**

The California Interscholastic Federation (CIF), as the governing body of high school athletics, affirms that athletic competition is an important part of the high school experience and that participation in interscholastic athletics is a privilege. The privilege of participation in interscholastic athletics is available to students in public or private schools who meet the democratically established standards of qualification as set forth by the CIF Federated Council. CIF bylaws

governing student eligibility are a necessary prerequisite to participation in interscholastic athletics because they:

- A. Keep the focus on athletic participation as a privilege, not a right;
- B. Reinforce the principle that students attend school to receive an education first; athletic participation is secondary;
- C. Protect the opportunities to participate for students who meet the established standards;
- D. Provide a fundamentally fair and equitable framework in which interscholastic athletic competition can take place;
- E. Provide uniform standards for all schools to follow in maintaining athletic competition;
- F. Serve as a deterrent to students who transfer schools for athletic reasons and to individuals who recruit student-athletes;
- G. Serve as a deterrent to students who transfer schools to avoid disciplinary action;
- H. Maintain an ethical relationship between high school athletic programs and others who demonstrate an interest in high school athletes;
- I. Support the Principles of “Pursuing Victory with Honor<sup>sm</sup>.”

**CALIFORNIA  
INTERSCHOLASTIC  
FEDERATION**

***CX. 1320 HARBOR BAY PARKWAY, SUITE 140***

**ALAMEDA, CA 94502-6578**

**Phone: 510-521-4447**

**[www.cifstate.org](http://www.cifstate.org)**

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**Sample Form**







# I | Appendix

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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?

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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  
1012 E. Bradley Ave  
El Cajon, CA 92021  
619.596.5905

**Literacy  
First  
Charter  
Schools**



*"The tree of knowledge begins with literacy."*

***Staff Handbook  
2015-2016***

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**OUR MISSION**  
**AFTER 15 YEARS...LFCS Continues**

**LITERACY:**

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

*CXI. 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 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 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

## Literacy First Charter Schools Governance

As provided for in the California Corporations Code, Literacy First Charter Schools will be governed by its Board of Trustees (hereinafter referred to as “LFCS Board”), whose members have a legal fiduciary responsibility for the wellbeing of the organization and the school.

This Board of Trustees will be composed of: community leaders as well as parents, business leaders from the community, educators, and a representative from the authorizing agencies or a designee from the charter’s granting agency. This group will represent a broad cross-section of the school community and the school’s neighboring community.

The Board of Trustees will be responsible for:

- The general policies of the school and not the day-to-day operations of the school.
- Approving and monitoring of the school's annual budget.
- Receipt of funds for the operation of the school, in accordance with the charter school laws.
- Solicitation and receipt of grants and donations, consistent with the mission of the school.
- Approving the school's personnel policies and monitoring their implementation.

## Literacy First Charter Schools

Literacy First Charter Schools (LFCS) is a non-profit corporation registered in the state of California. The Board of Trustees hires the operations officers who serve in the capacity of administrative and program directors as well, heretofore called the “administrative team”. This team will oversee the day-to-day operations of the charter school, teachers, and students. The administrative team will select, recruit, and offer employment on behalf of the board for all employees of Literacy First. This team is responsible for fiscal and education programs of the charter school under the direct oversight of the LFCS Board and the specific authorizing agencies. The administrative team will serve on the board as non voting members. The LFCS Board will have direct responsibility for the school.

## Employment Relationship

This general statement of policy applies to all employees of the Literacy First Charter Schools. If any conflict should exist between the Employment Handbook and a written Employee Agreement between the Employer and Employee, the Employment Agreement shall prevail.

By joining or continuing employment with LFCS Charter Schools, Inc, each employee agrees to follow official policies and practices, which may be in force at any given time. All employees should remember that the employment relationship exists by mutual agreement. *Consequently, either party can terminate the employment relationship “at will”, at any time, with or without notice.* This manual therefore does not constitute an agreement for

continued employment or any employment of any length. No one is authorized to change the “at will” nature of the employment relationship unless it is done in writing and signed by the HR Principal of LFCS and the board of Literacy First Charter Schools.

### **Equal Opportunity Employment**

LFCS is an equal opportunity employer. This means that employment decisions are based solely on qualifications for a specific position, not on age, gender, race, color, ancestry, religion, marital status, national origin, or any medical condition or physical or mental disability which does not directly affect one’s ability to meet the specific requirements of the position. Equal employment opportunity will be extended to all persons in all aspects of the employer- employee relationship, including recruitment, training, promotion, transfer, discipline, layoff, and discharge.



**Disabled Employees:** LFCS makes reasonable accommodations for disabled employees. If you require accommodation, it is your obligation to contact the Principal. You will be asked to provide appropriate documentation.

**Reporting Violations:** The equal employment opportunity officer for LFCS is the Principal.

**Regular Full-time Employees:** Employees regularly scheduled for 40 hours per week during a 12-month period (non-academic) or 10-month (academic) period.

**Regular Part-time Employees:** Employees who are regularly scheduled a minimum of 10 but less than 40 hours per week during a 10-month period.

## Personnel Issues

**Personnel Files:** Employee files and benefit records are considered confidential. The employee is responsible for providing the following information required for his/her personnel file appropriate for pay and benefits: - Correct name, address, and social security number - Copies of all academic records, credentials, degrees - Annual forms and certifications as required - Applications for benefits with accurate information - I-9 Form - Other forms as necessary and requested by the Principal.

**Inspection of Your File and/or Benefit Records:** You may inspect your own personnel file by making an appointment with the Principal. Benefit information, such as sick leave records, personal days used, or

hours worked may also be reviewed. The school will make all reasonable efforts to accommodate requests.

**Social Security Number:** All employees must have a valid social security number to be placed on the payroll. Social security numbers must be provided to the Business Office at the time of employment. This requirement also applies to employees who are nationals of a foreign country.

**Hours of Work:** Being on time for work is a professional responsibility. Please notify the school office if you are going to be late. School hours of operation are from 7:30 am to 4:30 p.m. *Teachers are expected to be on campus thirty minutes before and thirty minutes after school.*

**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.

**Telephone Use and Telephone Messages:** Telephones will be available for personal use, however, please consider others with regard to the length of phone

conversations. Please use your calling card for personal long distance or toll calls. If cell phones are used in class make sure that the education of

students is not interrupted.

Staff is encouraged to use the school phones to communicate with parents and for other necessary school business. Please let the office know if making school-related long distance calls.

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 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?"

## Charter Schools Health and Safety

**Blood-Borne Pathogens Exposure Control**

**Plan:** Universal precautions will be observed in this school to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source individual.

**Child Abuse Reporting Responsibility:**

The Child Abuse Reporting Law requires certain professions, including teachers, Principals, and any child care custodian, to report suspected abuse to the proper authorities. The reporting law requires the child protective agency first receiving the report to cross-report to other child protective agencies and to the district attorney. All reports are to be made by telephone immediately or as soon as practically possible and in writing within 36 hours using required forms available in the office (Penal Code section 11166 subd. [g]). All employees will be trained on child abuse reporting responsibilities and will possess a handbook of reporting responsibilities and a form in their personnel files stating that they have been trained in reporting procedures. Employees are encouraged to notify the Principal of any suspected abuse. Even if the school has reporting procedures, the legal responsibility of reporting still falls upon the person who witnessed or suspected the abuse.

### How to report?

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

**Alcohol and Drug-Free Workplace:** It is the expressed policy at LFCS to create and maintain a drug-free workplace, as required by the Drug-Free Workplace Act of 1988. The illegal possession or sale of alcohol and other controlled substances on school property is prohibited. Furthermore, employees may not report to work under the influence of such substances. Any employee violating these standards is subject to disciplinary action up to and including termination. Drug testing may be requested if deemed necessary.

**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 Section for more details, Appendix A)*

**Fingerprints:** State law requires that school employees submit fingerprint cards to the California Department of Justice (Education Code sections 45125, 44332.6). Upon confirmation of employment, each employee is to be fingerprinted and should submit the results to the Principal.

## Professional Conduct

**Making Right Choices:** This video 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 in Appendix B)*

**Tuberculosis Test:** All employees must have a tuberculosis test. Employees must be re-tested every four (4) years. Employees with documented positive tests that were followed with an X-ray require no additional exam. Current tuberculosis test results must be on file at the district office.

**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.

## Salary and Benefits

**Holidays:** Holidays are observed as per the current school year calendar. Paid holidays for contracted faculty members are built into their salary schedule.

**Fringe Benefits:** Fringe benefits are available to LFCS certificated employees through the group benefits plan of the charter school. During this school year, a benefit package will be offered through Literacy First Charter Schools. These benefits are subject to various eligibility and participation requirements. Details may be found in the summary of benefits literature available through the charter school. Benefits of Literacy First Charter Schools may be subject to change and benefit documentation will be distributed to all employees at the beginning of each school year.



**Cessation of Benefits upon Termination:** Regular insurance benefits cease on the last day of the month following in which employment is terminated. Insurance benefits will be in effect during the summer months for returning employees. In the event an employee does not return, that employee shall be liable to LFCS for the entire cost of all benefits paid on the employee's behalf during the school summer break.

**Workers Compensation Insurance:** If an employee is injured on the job, medical and hospital expenses and a portion of lost salary may be payable under Worker's Compensation Insurance.

**Reporting and Injury:** The employee is responsible for reporting any job related injury to the office immediately. You will be asked to fill out a simple form "Employer's First Report of Injury." The office will provide you with information so you can seek medical attention as necessary under the Workers' Compensation Plan. You will receive a pamphlet "Facts for Injured Workers" which will give you additional information about your rights under Workers' Compensation Insurance. Any injury should be reported in a timely basis, even minor ones not requiring immediate medical attention, so that appropriate records can be kept. Should a minor injury develop into a more severe problem, you and the school may be in a better position to make a claim. Any work related injury should be reported at the time of occurrence to the Principal. Any work related injury will be handled through the school's worker's compensation carrier.

**Disability Leave:** Employees who experience an illness or non work related injury are entitled to an unpaid leave of up to four (4) months with proof of disability. Employees

requesting disability leave should notify LFCS at the earliest possible date of their need for disability leave. In addition, they must submit a statement from the treating health care provider that includes the following information:

- The date on which the disability commenced.
- The probable duration of the condition.
- A statement that, due to the serious health condition, the employee is unable to perform the function of his or her position.

Any employee who fails to provide the school with the required medical statements and releases, or who fails to contact the school on a timely and regular basis, may be considered to have abandoned the job and may be separated from employment.

**Return to Work:** Employees returning to work after any disability leave must have a written release from a physician verifying they are able to return to work and safely perform their duties. If the physician's certificate indicates that the employee is physically able to return to work and the employee does not so return, the employee will be deemed to have resigned his or her employment and the leave of absence shall terminate

**Leaves:** All employees working 30 hours per week may be eligible for this leave policy. Any period of leave without pay will not be considered a period of full-time employment for purposes of determining eligibility for benefits, but shall not be considered a break in service so as to interfere with the accumulation of consecutive years of employment. Any employee seeking a leave of absence must first file the appropriate paperwork for approval prior to the date requested. Late requests may result in the denial of the request.

*Recognizing that the most effective way for learning to happen in the classroom is to have the dedicated and assigned committed teacher in the classroom with their students, the following instructions are given with great care and concern:*

**Sick Leave:** All full-time contracted employees accrue sick leave beginning on the first day of employment. Sick leave accrues each pay period at the rate of 1 day per hire-month or 10 days per year (11 days for 11-month employees). Sick leave may be used when an employee is ill and for family illness. Employees may accrue up to 20 days maximum. All sick leave days are recorded and are available for an employee's review. Unused leave time is not compensated upon termination or at any other time. **A cascading monetary incentive bonus plan will be given for those staff members with perfect attendance down to those who do not use more than 2 of absent days per year.**

**Personal Leave:** All contracted employees are allowed up to 2 days per calendar year for personal leave in lieu of sick leave. Requests for personal leave must be cleared with the school Principal. Leave days should not be considered additional vacation days nor should they be taken immediately before or after any school holiday or school break.

**Notice:** Employees are asked to give the Principal as much notice as possible when requesting an absence from work. In any event, it is required that the employee contact the office before the beginning of the

workday if there is to be a continuing absence. Should an employee be absent for three (3) days without contacting the Principal, the school may presume that they have abandoned their position and their employment may be terminated.

**Family School Partnership Act:** All full-time employees are eligible to take up to 40 hours unpaid leave to participate in school-related activities for their children in kindergarten or grades 1 through 12. Leave must be requested in advance and accompanied by documentation (letter of special event, conference, or program). *Leave may not exceed 8 hours per month.*

**Bereavement/Critical Illness/Emergency Leave:** All contracted full-time employees may be granted a bereavement leave of absence up to three (3) days with pay in the event of death or critical illness in their employee's immediate family. "Immediate family" includes a grandparent, parent, spouse, child, and siblings.

**Jury Duty:** Employees called to serve on jury duty will be given time off as required by law. Teachers are encouraged to request a postponement of jury duty until a school break. Fulltime employees will be paid regular salary minus the cost of a substitute for the time period gone. Any fee paid as a result of being a juror minus travel expenses are to be returned to the school business manager.

**Pay Practices:** Payroll dates and times are scheduled according to the charter school policy on the last work day of the month.

**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 will be based on cost of living increases and an incentive plan as developed by the staff and LFCS Board, and as made possible according to state funding.

**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 Principal. Requests to attend workshops must be approved by the Principal and certificates of completion must be handed in to the office. *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.

## **Faculty Duties and Responsibilities**

**The Role of the Teacher:** The role of the Teacher is to provide for children a high quality education, in an environment that is not only safe, but also in an

atmosphere that promotes exploration opportunities to expand their educational horizons and develop understanding and acceptance of other members of the school community.

It is the obligation of the Teacher to work in concert with the School Charter and to follow the guidelines and policies as set down by the document and as enunciated by the specific School Principals, and the local Literacy First Charter Schools Board.

The Teacher will report directly to the Principal. The Principal will be responsible for the ongoing evaluation and the monitoring of the classroom teaching, adherence to the school philosophy and to work with the Teachers in fully implementing the school curriculum.

### **Teacher Responsibilities: Curriculum**

- To work with the Principal and staff to develop and implement a school curriculum that reflects the school philosophy, addresses the educational needs of the students, and allows teachers to teach and students to learn.
- To evaluate the individual needs of the students, develop an educational learning plan that addresses those needs and reflects the curriculum.
- Provide for classroom-learning opportunities that are child centered, age appropriate, and challenging for each student.
- Create a classroom environment that reflects enthusiasm for learning and the creativity of the teacher.
- Be available for Student Study Team Meetings.
- Research and utilize the community resources available to the school and plan and organize field trips that are curriculum appropriate and expand the learning opportunities of children.

### **Teacher Responsibilities: Communication**

- To maintain regular communication with all parents. This

communication may take the form of newsletters, phone calls, and special notes home.

- Regularly schedule parent conferences, held on a quarterly basis during the school year.
- To communicate to students and parents the classroom expectations regarding academic performance, conduct, and classroom interaction with other students and the teacher.



- To work with the parents in the development of an educational learning plan for the student and create some short and long term goals for each student.
- To communicate with fellow teachers, respect differences, and learn from one another.
- To communicate professionally and regularly with the Principal, addressing any concerns directly to him/her.

### **Teacher Responsibilities: Classroom and School**

- The Teacher will create a classroom environment that establishes clear, consistent expectations for students.
- The Teacher will create opportunities for students to learn proper classroom decorum through modeling, affirmation, language and role-playing.
- To treat all students with respect, dignity, and to, by example, show the students how individuals learn to get along with others.
- To allow students the opportunity to learn how to solve their problems independently with the appropriate level of interaction from the teacher.
- To maintain the same expectations out of the classroom as in the classroom.
- To be active in the supervision of students both in the classroom and throughout the school plant.

### **Teacher Responsibilities: Additional**

- To work with the Principal in the preparation and execution of safety procedures: fire, earthquake, and other potential disaster situations.
- To work with staff in the maintenance of a clean, healthy environment.
- To be qualified in CPR and basic First Aid for children.
- To encourage parent participation in the classroom, volunteering, sharing particular talents, and sharing learning opportunities outside the classroom.
- To attend all regularly scheduled faculty meetings and in-services.
- To develop, in consultation with grade level teams, goals and objectives for each school year which become the basis for student evaluation.

- To receive either formal or informal evaluations from the Principal or designee.
- To maintain an open classroom, understanding that the school has many visitors and that classrooms reflect who we are and what we do.
- To participate in general parent meetings and special evening presentations sponsored by the school
- To exemplify the best ideals of the teaching profession based on the California State Standards for the Teaching Profession.

**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.

**Dress Code:** Please dress comfortably in order to be engaged with the children. Dress is designated “business casual”. Jeans and flipflops are not appropriate. Additionally, modesty is requested regarding exposure of too much “skin.” Tattoos and body piercings are discouraged and should not be visible. Employees may be asked to cover tattoos if they appear distracting. City shorts and leggings are discouraged, unless with appropriate length dress. Dress length should be befitting that of a professional educator.

**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 18. Disregard of this policy may call into question professional integrity and result in disciplinary action.

**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.

**Fundraising:** No request for funds should go to parents or to other members of the community unless first cleared through the Principal. Any funds or gifts-in-kind which come into the school, solicited or unsolicited should be reported to the Principal. 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 is introduced at the Kindergarten level and continues as part of the school curriculum for the remaining years. These assignments should be designed to be interactive with the parent, promote self-discipline, practice/reinforce classroom work, and develop good study habits. 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 office in order to arrange a substitute. For sick days employees must speak personally to either office staff or principal before assuming they are covered for the day. Substitute teachers may be arranged as far as 30 days in advance. For illness, the Principal/designee 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.

**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 a 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 the office 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.

## **Standards of Conduct, Performance, and Discipline**

**General Policy on Harassment:** LFCS requires each employee to exhibit, in both, conduct and communications, sound judgment and respect for the feelings and sensitivities of every other employee of the school. The school will not tolerate verbal or physical conduct by an employee that harasses, disrupts, or interferes with another employee's work performance or which creates an intimidating, offensive, or hostile work environment. This policy prohibits harassment of any kind, but particularly that related to race, color, sex, religion, national origin, age, veteran or marital status, any medical condition or physical disability, mental disability or ancestry.

**Sexual Harassment Prevention Policy:** The school's general policy against harassment, which requires the reporting of any such acts experienced or observed, includes a prohibition against sexual harassment. Applicable law

defines sexual harassment as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or communication of a sexual nature when either:

- Submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting such individual's hiring or employment; or
- Such conduct or communication has the purpose or effect of substantially interfering with an individual's employment or creating an intimidating, or hostile or offensive employment environment.

**Conduct of a Sexual Nature:** Sexual harassment can occur in any setting, including the workplace itself, school trips, and school-related social events. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior that is not welcome, is personally offensive, debilitates morale, and therefore interferes with an individual's effectiveness and work environment.

**Verbal:** Sexual innuendo, suggestive or insulting comments or sounds, whistling, jokes, or teasing of a sexual nature, sexual propositions or threats, continuing to express personal interest after being informed the interest is unwelcome.

**Visual:** Sexually suggestive objects, pictures, or letters, leering or obscene gestures.

**Physical:** Unwanted physical contact, including touching, pinching, brushing the body, impeding or blocking movement, sexual intercourse or assault.



**Individuals covered in the Policy:** This policy covers all employees of LFCS. The school will not tolerate, condone, or allow sexual harassment whether engaged in by co-workers, supervisors or other non-employees with whom we conduct business. The School administration encourages the reporting of all incidents of sexual harassment regardless of whom the offender may be, or the offender's relationship to the school.

(See web site: [www.dfeh.ca.gov/posters/DFEH-185.pdf](http://www.dfeh.ca.gov/posters/DFEH-185.pdf))

**Recording a Complaint:** LFCS encourages prompt reporting of complaints so that rapid response and appropriate action may be taken. Any formal complaint must be in writing per the uniform complaint procedure. This policy not only aids the complainant, but also helps maintain an environment free from harassment for all employees. Any employee who believes he or she has been harassed should promptly report the facts of the incident to the Principal. A report made about the Principal should be made in writing and can be given to a member of the Board of Trustees. At which point, the LFCS Board designee will investigate any complaints and advise the board of appropriate corrective action.

**Disciplinary Action:** LFCS may take disciplinary steps, up to and including discharge, against an employee who engages in any type of harassment.

**Violation of Standards of Conduct:** This handbook cannot identify every possible violation of appropriate standards of conduct. Clearly such things as stealing, lying, fighting, and the use of offensive or abusive language are unacceptable. The following is a partial list of other types of conduct that may result in disciplinary action up to and including immediate discharge.

- Unexcused and/or repeated tardiness or excessive absenteeism.
- Falsifying or destroying any school record, including time keeping records.
- Engaging in rude or discourteous conduct.
- Possessing or bringing dangerous or unauthorized materials on school property.
- Theft or destruction of school property,
- Substance abuse or the use of drugs, which prohibit the employee from performing the essential functions of his or her job.
- Falsifying or making erroneous entries or material omissions on any employment application or other school document.
- Insubordination.
- Fighting or provoking a fight on school time or property.
- Harassing, threatening, intimidating, or coercing any other employee, student, or parent.
- Misconduct.
- Unsatisfactory performance.

Employees are expected to exercise good judgment and common sense in determining appropriate

conduct. Violation of school policies or standards of conduct will result in warning, termination, or other appropriate corrective action.

**Dispute Resolution**

**Intent:** 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 Board, (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.

## Disputes Arising From Within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, donors, 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 specific authorizing agency of the charter school shall not intervene in any such internal disputes and shall refer any complaints or reports regarding such disputes to the governing Board of Trustees/or School Director for resolution pursuant to the school's policies.

**Dispute Resolution Procedure:** A claim by an employee that a term of employment at LFCS has been misinterpreted, misapplied, or violated with respect to that employee shall be resolved through the following process set forth below.

*STAGE 1: THE PRINCIPAL - IMMEDIATE SUPERVISOR:* Any teacher having a grievance shall present the grievance in writing to his/her Principal within twenty-one (21) days of the event or condition giving rise to the grievance. The Principal shall meet with the teacher and other persons as determined by the Principal. If the grievance is not resolved in the following ten (10) days of receipt by the Principal, the grievance shall be deemed denied, and the teacher may submit the grievance in writing to the Board of *Literacy First Charter School*. All claims to the LFCS Board must be submitted in writing within four

(4) calendar days after the 10-day resolution period with the School Principal. *STAGE 2: THE BOARD (LFCS), OR DESIGNEE:* Within fourteen (14) days of receipt of the written grievance, the BOARD designee will investigate the claim, and if

necessary, meet with the teacher and other persons as determined by the BOARD designee. The LFCS BOARD designee shall render a decision within 21 days after the receipt of the claim.

#### Disputes Between the School and the Charter-Granting Agency

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

In the event of a dispute between the school and the grantor, the staff and governing board members of the school and district agree to frame the issue in written format and refer the issue to the superintendent of the San Diego County Board of Education and Principal of the school. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Principal or a duly authorized representative of charter school and the authority shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the

dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the superintendent of the district and director of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and Principal shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the superintendent and director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.

### **Special Education Policy Guidelines**

Federal and state laws require all public school districts to provide a “free and appropriate education for all children with disabilities.” Both Federal and State legislation mandate timelines for referral, assessment, certification, placement, and provision of appropriate services to all students with exceptional needs. If a student appears to have a disability, the Response to Intervention (RtI) process should be instituted and school wide resources should be utilized. Parents should be contacted and involved in the evaluation and remedial process. If a student is not responding to the RtI then a team will be assembled. The team may deem that a particular student needs a special education evaluation.

#### **Response to Intervention (RtI) Process**

Literacy First Charter Schools has a response to intervention process in place. When the teacher notices that a student

needs extra help in order to be successful in their academic or behavioral progress, then the student will be

placed on an RtI. Parents will be notified when this occurs. The RtI process is tiered. A Tier 1 RtI would include interventions that do not impact the student's school day. Modifications such as seating a student in the front of the room or allowing extra time on tests qualify as a Tier 1 RtI. The more intense the interventions are the higher the tier will be. Tier 3 interventions could include providing the student with one on one tutoring or modifications to the students' assessments. RtIs are continuously monitored. Additional services, accommodations or interventions are put in place as a student moves up the tiers. As a student finds success at a particular tier, they remain at that tier. When success is not evident, the next tier is put into place. Once a Tier 3 RtI has been applied and the student remains unsuccessful in the classroom, a team is assembled to develop an assessment plan for the student.

1. There may be some exceptions to the above policy: 1. If a parent 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 received by the school). This parent or these parents should made aware of the RtI process and its benefit for their child and the

potential negative consequences of entering into the special education process without exhausting available school resources. If the parent continues to request the special education evaluation, he or she should provide a written request to the school. 2. If a child appears to have a speech (articulation) difficulty, he or she may be referred for a speech and language evaluation without going through the RtI process.

2. All charter schools must abide by all Special Education regulations including Part 30 of the Education Code relative to special education programs, and relevant parts of chapters 3 and 5.1 of Division I of Title 5 of the California Code of Regulations relative to special education of children and youth with disabilities and uniform complaint procedures.
3. It is the goal of Literacy First Charter Schools to meet the educational needs of every child in every classroom and to minimize the need for special education services. This ultimately gives the charter school more latitude of response in meeting all children's needs.
4. Special education personnel on site at a charter school should always be working as a team with the school teachers, aides, parents and Principals. Literacy First Charter Schools expects that the special education staff and general education staff work in a collaborative manner so that the progress and concerns in each setting are communicated so as to meet each child's educational needs. Literacy First Charter Schools holds the special education service provider accountable for how IEP goals and objectives are communicated to teachers, aides, and parents.
5. 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 other areas.
6. If an incoming student has a Special Day Class designation under an existing IEP, and no Special Day Classes exist at the charter school, special care should be exhibited to ensure the most satisfactory placement for the student.



## APPENDIX A

### *Literacy First Charter Schools*

#### Safe Schools Guidelines

It is the goal of Literacy First Charter Schools to provide a safe and nurturing environment in which student, staff and parents feel welcome and secure.

#### *School Locations And Buildings:*

**Primary Academy** located at 799 E. Washington Ave., El Cajon operates in leased facilities from St. Michael’s Chaldean Catholic Church. The school property is completely fenced in on all sides. All play areas are enclosed with in the fenced areas. Children are escorted into the property by staff or parents in the morning and escorted out of the property at the end of the day by staff. All students must check out at the end of the day to ensure that each child is received by an appropriate adult.

**Junior Academy** located at 1012 E. Bradley Ave., El Cajon operates in leased facilities from Heartland Community Church. The school property is completely fenced in on all sides. All play areas are enclosed within the fenced areas. Children are escorted into the property by staff or parents in the morning and escorted out of the property at the end of the day by staff. All students must check out at the end of the day to ensure that each child is received by an appropriate adult.

**Liberty Academy** located at 698 W. Main St., El Cajon. The school property is completely fenced in on

all sides. All students must check out at the end of the day to ensure that each child is received by an appropriate adult.

**Liberty Charter High School** located at 8425 Palm St., Lemon Grove, operates in leased facilities from Lemon Grove School District. The school property is completely fenced in on all sides. All students must check out at the end of the day. A school security system is installed on the property and set at the end of each day. All traffic is directed through the school office before going to any classroom or other area of the school.

*School Grounds:*

Physical conditions that may lead to physical/accidental harm are corrected promptly.

Teachers and staff are asked to report any unsafe or dangerous conditions on the property. School custodial staff daily inspects areas maintained and report as to unsafe conditions. The principal will do initial inspection of problems and assign the appropriate vendor/ care taker to fix the problem. Repairs are made as soon as possible.

Children and playground supervisors are instructed on the proper usage of the play equipment. Children are not permitted to use outside equipment if wet or damaged.

Each staff member will be given a set of keys to their classroom and a gate opener. Each staff member will be instructed on how to arm and disarm the security system.

An emergency card is on file for each student with emergency contact information easily accessible to staff and administration when necessary.

Prescribed dress apparel is as outlined in each school's Student Handbook. Morning supervision is available from 7:30 a.m. until the start of school.

The local police department is aware of our location in the neighborhood and regularly makes visits through the neighborhood.

SDCOE Safety staff have visited the campus and established this as a safe site. All staff have received both

CPR and First Aid training as well as training from SDCOE staff on school playground safety.

*Classrooms:*

All classrooms have intercom or phones installed. Phone lines call outside as well as within the school grounds. The intercom can contact all classrooms at one time. Emergency exit routes are posted in each classroom. Each teacher has been instructed on emergency procedures should the need arise. Each classroom is outfitted with an emergency backpack. Likewise the school has emergency food and water for the entire school should the need arise.

All modular classrooms are outfitted with sprinklers. Each classroom has an appropriate amount of space for the teacher/ student ratio. Air conditioning is also installed in all classrooms.

All teachers are encouraged to keep their classrooms clutter free and inviting. LFCS recognizes that classroom environment is critical to a child's outlook on his/her school day.

Outside classrooms are numbered.

*Classroom Organization And Structure:*

Classroom conditions provide an orderly, active learning environment, enhance the experience of learning and promote positive interactions among students, staff, parents and members of the community.

Personal and social skill development is focused via the school emphasis on character education. Students learn to be responsible, trustworthy, caring, courageous, honest and loyal through daily positive interactions with both students and adults. Character is taught both deliberately and incidentally. Learning styles of students are routinely assessed and appropriate instructional strategies are implemented to accommodate the varying styles that students bring to the classroom.

Instructional time is maximized and disruptions are minimized. Messages are given to teachers in their mailboxes or at off times during the day. In case of emergency the teachers may contact the office by using the intercom or phone system.

Parents are invited to participate in the classroom activities, programs and field trips. All volunteers must sign in and out at the office and be identified by wearing a school “partner” tag.

*Discipline and consequences:*

School rules and consequences are reviewed with the students periodically. The school is fair and consistent in enforcing school rules. The student handbook lists the behavior code with consequences.

Specific strategies are implemented to ensure that students are encouraged to be positive. Good Citizenship Awards and Helper tickets are used as incentives to demonstrate excellent character.

The Tardy/Absence policy is included in the Student Handbook and given to all parents to remind them of their responsibility for their child's regular attendance. Attendance awards encourage students to be on time and in school.

The charter document and the student handbook outline circumstances that may require suspensions or expulsions.

All staff is invested in the positive behavior of all students at Literacy First Charter Schools.

***Playground Supervision:***

- Two supervisors will be on duty during the morning recess. Teachers will escort students to the playground and pick them up promptly from the play area.
- Two supervisors will monitor lunch recess with the addition of two lunch monitors that supervise the lunch area during the student's lunch time.
- Teachers will pick up their classes from the play area at the end of each time period.

***Staff Role:***

All staff are trained in first aid and CPR.

All staff are responsible for the safety of any student in their care. All staff are trained in emergency procedures.

## APPENDIX B

### *Literacy First Charter Schools*

#### PROCESS FOR RESOLUTION OF PARENT CONCERNS

We encourage families and staff to resolve problems collaboratively. Teamwork, and getting conflicts resolved in a timely manner, is very important to your child's education. Should you have a problem at your child's school follow the steps outlined below. Please remember that it is very important to include your child's teacher in this process and document all contacts you have with personnel. *A Parent Note Sheet is attached for your convenience.*

1. Always start with the person with whom you have a concern. You may also contact your child's school counselor if you need guidance on how to do so.
2. If the problem or conflict is unresolved, you **must** inform the principal. (For investigation, complaints filed with the LFCS Board of Directors must indicate that the principal is aware of your concern.) The Literacy First Charter document outlines procedures as well in Section N.
3. If the issue cannot be resolved at the school, you may be referred to additional resources. This referral may include an LFCS Board member.

#### ***Walk-in Inquiries:***

We welcome in-person visits to our office. These will be handled on a first come, first served basis. When you arrive you will be asked to sign in and, at times, you may be required to make an appointment with the principal. To make an appointment in advance of your visit, please call (619) 579-7232 and we will be happy to assist you as quickly as possible.

#### ***Written Correspondence:***



If you feel that your issue or concern has not been addressed or resolved by telephone, you may write to either Principal, Debbie Beyer or Jerry Keough, 799

Washington Ave, El Cajon, CA 92020. Responses are developed in writing, and are typically completed within ten (10) working days of receipt of the original correspondence.

1. If the issue is still unresolved, you may request a “Formal Complaint” form by mail. Please complete this form and return it to: President of the Board of Directors, 799 E. Washington Ave., El Cajon 92020. Remember to keep a copy of all correspondence for your records.
2. Your complaint will be date stamped on the day it is received in our office. Whenever possible, the principal or appropriate Board designee will complete an investigation and resolution of the formal complaint within thirty (30) school days from that date. For an update on the status of a complaint, you (Complainant) or the respondent may call  

(619) 579-7232.
3. Along with the school principal, the school staff member who is the subject of your complaint (Respondent) will receive a copy of it. At that point, the Principal will attempt to develop an informal resolution by telephone. If unsuccessful, the respondent will be given the opportunity to respond in writing. After reviewing pertinent information, the Principal or designee will issue findings on the matter through written correspondence addressed to the complainant, with copies distributed to the respondent.

***Special Education Inquiries and Complaints:***

If your call is about special education services and you have been unable to resolve the matter using the steps above or at an Individual Education Plan (IEP) meeting, you may request a Special Education Complaint Form from our office. Depending on the nature of your complaint, the administration may investigate it or assign it to another individual. However, the processing or investigation of special education complaints will be delayed, or entirely deferred, once we receive notification that a state level complaint has been filed on the same matter. Once received, the special education complaint form will be processed in the same way as other formal complaints. But after investigation, you will be notified in writing no later than thirty (30) school days after receipt, of any necessary steps to correct the situation.

### PARENT NOTE SHEET

It is important to keep track of the people you speak to when resolving any issue. You may find this sheet helpful in keeping track of your progress. It will also serve as a useful reference tool for future use.

<i>Date</i>	<i>Contact Name</i>	<i>Outcome</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Notes:**

**COMPLAINT AGAINST AN EMPLOYEE**  
of Literacy First Charter Schools

TO: BOARD OF EDUCATION  
Literacy First Charter Schools  
799 E. Washington Ave.  
El Cajon, CA 92020

FROM: Name(s) \_\_\_\_\_

Address \_\_\_\_\_

Zip Code \_\_\_\_\_

Telephone: (home) ( ) \_\_\_\_\_

(work) ( ) \_\_\_\_\_

Student Name(s) \_\_\_\_\_ Grade \_\_\_\_\_

*I understand that a copy of this complaint will be provided to the employee(s) immediately upon receipt of this complaint.*

NOTE: Prior to submittal to the Board of Education, your Complaint will be referred to the President of the Board and the Principal. Every attempt will be made to resolve your Complaint.

Name of person(s) against whom complaint is made:

\_\_\_\_\_

Employee's work location: \_\_\_\_\_

\_\_\_\_\_

grounds of your complaint, including **all** names, dates, and places necessary for a complete understanding of your complaint. (You may use additional pages, if needed.):

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Have you discussed the complaint with the employee named in this complaint?

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Have you discussed the complaint with his/her school principal, or his/her supervisor? \_\_\_\_\_

---

Have you spoken with anyone else? (Name(s)) \_\_\_\_\_

---

When? (Dates(s)) \_\_\_\_\_

What was the result of the discussion?

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I (We) understand that the Board of Education may request from me (us) further information about this complaint, and if such information is available, I (we) shall present it upon request.

I (We) also understand that a copy of this complaint will be given by the Board of Education to the person (s) against

whom this complaint is being made, and that he/she (they) will be given the opportunity to respond in writing to this complain

understand that if a hearing is held on this complaint by the Board of Education or a committee thereof, such hearing will be held in closed session with the press and public excluded, and that I (we) will be informed of the time, date, and place such hearing will be held.

I (We) certify under penalty of perjury that the foregoing is true and correct. Executed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_, at

El Cajon, California.

Signatures

**NOTE: FILE ORIGINAL WITH SCHOOL OFFICE**  
FORM - COMPLAINT AGAINST EMPLOYEE  
Revise db 7/25/15



Literacy  
First  
Charter  
Schools



*"The tree of knowledge begins with literacy."*

# EMERGENCY PREPAREDNESS

Emergency Procedures





# IN CASE OF MEDICAL EMERGENCY

If an employee or visitor  
is experiencing a medical problem:

1. If individual is alert and conscious, ask them to describe the problem and if they need assistance. **If the answer is “yes”, CALL 9-1-1. Give the 911 operator:**
  - a. Your Name
  - b. Your location/address (799 E . Washington Ave.; 1021 E. Bradley; 4207 Spring Gardens Rd.)
  - c. Building Number
  - d. Room Number
  - e. Name of employee or visitor in need of assistance
  - f. Nature of the medical emergency
2. If the individual is unconscious, call 9-1-1 immediately with as much information as you can gather from a–f above.
3. Call office/Principal with the same information as above. office staff will assist in bringing emergency medical personnel to the location.
4. Take care as well as possible with supplies from emergency backback. Stay with the individual until you are relieved.
5. If an employee or visitor is experiencing a medical condition and say they **do not want help, call the office** for further assistance.

It is noted that during an emergency that all public employees are declared by law to be disaster service workers (Government Code 3100).

## BEES



Bee swarms frequently visit schools in search of new areas to create hives. Often, they are only looking for food among soda machines, lunch areas or flowering shrubs. They are generally not dangerous, unless the queen is present. Her presence will be marked by the formation of hanging “balls” of bees, or the construction of a hive. If she is present, the bees will be highly defensive, and will sting if provoked.

Should an **employee** discover a hive or a “bee ball”, they are to perform the following actions:

1. Isolate the area. There is often more than one way to travel from one place to another within the facility. **Employees** are to be kept away from the hives and “balls” which are close enough to the ground to be within reach.
2. If the hive or “ball” is high on a building or tree, draw no attention to it.
3. Call the office. Appropriate personnel will either destroy the hive or contact a professional beekeeper for its removal.



## BOMB THREAT

**IMPORTANT! DO NOT HANG UP** your telephone after receiving a telephone bomb threat. The call might be traced if the line is kept open.

1. **RECORD** the following information:
  - Time the call was received
  - Caller's exact words
  - Time the caller hung up
  
2. **ASK** the caller these questions, if possible:
  - When is the bomb going to explode?
  - Where is the bomb right now?
  - What does the bomb look like?
  - What will cause the bomb to explode?
  - What kind of bomb is it?
  - Where are you now?
  - What is your name? Phone number?  
Address?
  
3. **WRITE** a description of the caller's voice:
  - Male or female
  - Young, middle-aged, old
  - Accent
  - Tone
  - Language used - well spoken or foul? - irrational?
  - Is the voice familiar? Who did it sound like?
  - Background noises or other information that may help describe the caller
  
4. **NOTIFY** immediate supervisor.

## CHEMICAL RELEASE



### (Shelter in Place – Inside Building)

- Keep all students and visitors inside of your classroom / area.
- Close all doors and windows.
- Shut off air conditioning
- Wait quietly until told to evacuate the building.

### (Evacuation)

- Grab your emergency backpack and have your students line up at the door.
- Turn off classroom lights.
- See that doors are closed but not locked.
- Accompany students to evacuation area following evacuation route on map to the front of the parking lot.
- Have students sit quietly in order.
- Take roll and make sure all students are accounted for. Report missing students to the Principal as quickly as possible.
- Make sure students stay seated and quiet



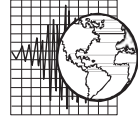
## DROP, COVER & HOLD



There are a number of emergencies which require this response. Generally, there is little or no warning. When the action is called for, it is important for all persons to respond immediately.

1. **Drop** to the floor with knees together, and clasp hands behind your neck. Bury your face between your arms with your face to the floor. Make your body as small as possible, and **cover** your eyes and ears with your forearms.
2. When possible, use furniture as protection. If it begins to move, grasp the legs and move within its cover.
3. Remain in this position until instructed to evacuate to the rendezvous point.
4. If outside, utilize natural or man-made protective areas as possible, such as against a curb, behind a tree, or into a ditch or depression upon the surface of the ground.

# EARTHQUAKE



- Class assumes the “drop and hold” position until all quaking has stopped for at least 2 minutes.
- Check for injuries. If there is an injured student that cannot walk, have another teacher walk your class out while you stay with injured student.
- Grab your emergency backpack and have your students line up at the door.
- Turn off classroom lights.
- See that doors are closed but not locked.
- Accompany students to evacuation area following evacuation route on map to the front of the parking lot.
- Have any student found wandering accompany your class, DO NOT send them back to their own classroom.
- Have students sit quietly in order.
- Take roll and make sure all students are accounted for. Report missing students to the Principal as quickly as possible.
- Make sure students stay seated and quiet



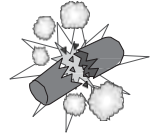
## EMERGENCY EVACUATION PROCEDURES

In case of emergency, all affected staff and visitors to this site shall initiate the Emergency Evacuation Procedures immediately.

ALL STAFF AND VISITORS SHALL:

1. Exit the site immediately.
2. Use nearest and most direct route to avoid congestion.
3. Move away from the site.
4. Proceed along evacuation route to parking lot or designated area.
5. Report to the designated area.
6. Wait for further instructions by the administrator in charge.
7. Keep roadways and walkways clear for emergency vehicles.

## EXPLOSION



1. IMMEDIATELY TAKE COVER under tables, desk, or other equipment which will protect you from flying glass and other debris.
2. DROP AND HOLD.
3. If an evacuation is ordered, FOLLOW EMERGENCY EVACUATION PROCEDURES.
4. Notify immediate supervisor.





## FIRE

- Grab your emergency backpack and have your students line up at the door.
- Turn off classroom lights.
- See that doors are closed but not locked.
- Accompany students to evacuation area following evacuation route on map to the front of the parking lot.
- Have students sit quietly in order.
- Take roll and make sure all students are accounted for. Report missing students to the Principal as quickly as possible.
- Make sure students stay seated and quiet



## GAS OUTAGE/LEAK

1. Staff **MUST** notify office of the gas leak/outage.
2. Office staff will notify the administrator.
3. The administrator must relocate employees, upon notification.
4. Office staff, administrator and appropriate staff will turn off all gas-fired equipment (room heaters, water heaters-pilot lights, etc.) which were operating prior to the outage, before leaving the area.
5. The Principal (administrator) must confirm that all pilot-lights in the area are re-lit before the employees return to the area.

# LOCKDOWN



- Lock and close doors, cover door window.
- Have students get against the wall opposite of where the door is located
- Turn off classroom lights
- Close any curtains or blinds
- No student leaves the room FOR ANY REASON
- Do not open the door for anyone other than a student who was caught outside of your room.
- Turn on your email for communication with the office. If your computer cannot be reached then text message the office personnel to let them know how to communicate with you.
- Do not chase students who leave your room. Stay with the students in your locked room.

If you are told that we are in a “**contained**” lockdown situation, this means that law enforcement is now in control.

If you are told to “**remain**” in lockdown situation until you are released by a law enforcement official, this means that the evacuation process has begun.



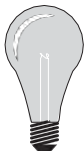
## PHYSICAL ASSAULT/BATTERY ON AN EMPLOYEE

1. If an **employee** is assaulted in the workplace, if possible, he or she will:
  - a. Notify the immediate supervisor.
  - b. Seek first aid.
  - c. When possible, prepare written account of the incident, and submit it to the Assistant Superintendent of Human Resources.
2. If an employee is assaulted in the workplace, the **supervisor** will take the following actions:
  - a. Provide first aid, or arrange for transportation of employee to the hospital.
  - b. Consult with the employee to determine whether he or she is able to remain on duty, and would wish to do so.
  - c. Provide for the supervision of employees.
  - d. Remove the aggressor from the immediate vicinity. Call security for assistance at x3587.
  - e. Notify the Assistant Superintendent of Human Resources.



## PLANE CRASH

1. **District staff** are to immediately implement “**drop, cover & hold**” procedures upon warning or hearing an explosion or crash.
2. The **supervisor** must:
  - a. Establish the cause of the explosion or crash, the extent of damage, and any potential for a life threatening situation.
  - b. Determine the appropriate course of action:
    1. If explosion or crash is in or near building, immediately **evacuate** according to site plan.
    2. Activate site emergency plan, or specific components of plan as appropriate.
    3. Order immediate and complete roll call, upon completion of evacuation.
    4. Consult with fire department and/or police prior to issuing further instructions to staff.
    5. Allow no one to return to buildings for any reason, until it is officially declared safe to do so.
3. **Employees** must maintain a minimum distance of **400 yards** from the aircraft. The distance should be greater if it is a military aircraft.



## POWER OUTAGE

1. NOTIFY IMMEDIATE SUPERVISOR. Call office if possible.
2. STAY AT WORK SITE unless directed to leave the site.
3. TURN OFF OR UNPLUG ELECTRICAL EQUIPMENT that may be damaged or become a hazard if unattended when the power resumes.
4. If an evacuation is ordered, follow EMERGENCY EVACUATION PROCEDURES.



## RIOTS

In the event of a riot or similar civil disorder, it will be the responsibility of the entire staff to maintain order and safety for all without putting oneself in serious jeopardy.

1. Immediately call 911.
2. Notify immediate supervisor.

All disturbances that arise which are a threat must be prevented. A well-trained staff is able to observe and detect tensions and unrest among a group and handle them properly. Prevention is the most effective way to deal with the general problem area. Eliminate the cause of unrest, and thereby eliminate incidents that could result in a major disturbance.



## SMOG ALERTS

1. When LFCS, Inc. receives notice of an anticipated **stage 2** or **stage 3** smog alert, the **Superintendent** will:
  - a. Encourage staff to utilize car pools or public transportation **whenever practical**.
  - b. Revise trip activities.
  - c. Alter work schedules for all employees working on projects requiring physical exertion.
2. When the San Diego County Air Pollution Control District (APCD) declares a **stage 3** smog alert, the **Principal** will take the following actions:
  - a. Move outdoor activities indoors.
  - b. Cancel extracurricular activities.
  - c. Relocate workers with outdoor assignments.



## WATER OUTAGE



1. Notify office of the water outage.
2. Obtain estimated time of outage.
3. Office staff to notify administration.
4. Contingent on length of outage, arrangements will be made to:
  - Relocate employees
  - Dismiss employees
  - M&O will provide alternate restroom facilities and portable water
  - Port-a-potties
  - Contact other neighboring community organizations to use their facilities
  - Provide drinking water and water for cooking to the cafeteria/lunchroom

Provide waterless hand cleaner and paper towel



## WINDSTORMS

Should high winds develop during working hours, the Super- intendent or Assistant Superintendent must implement the following procedures:

1. Employees who are working outdoors will be relocated inside buildings.
2. Roll Call will immediately be taken.
3. Windows are to be closed to a point that provides only a slight pressure relief crack. Shades/blinds must be closed.
4. Employees/visitors in areas with large windows must be relocated to interior walled rooms.
5. Employees in trailers (Annexes A, B & C) must be relocated to permanent buildings.

# APPENDIX J

## *WASC*

### MID-CYCLE PROGRESS REPORT



**8425 Palm Street  
Lemon Grove, CA 91945**

**Literacy First Charter Schools**

**April 2016**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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**I: Student/Community Profile Data**

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school’s vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

→**Note:** Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

We have updated our vision, mission, and values since our last WASC visit. Please see the Mission / Vision / Values document in the Appendix.

The following ESLRs have remained constant:

Responsible Community Leaders: Ethically sound participation in school functions, clubs, committees, and voluntary community service opportunities that contribute to the success of others.

Self-Directed Learners: 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.

Effective Communicators: Effective communication in distinct situations, solutions and results-driven involvement in community service, and informed participation in the democratic process.

Literate Citizens: Fluency and skilled ability in the written and spoken word as well as with technology, mathematics, science, media, history, the arts, and contemporary culture.

Values-Conscious Thinkers: 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.

We continue to reside in Lemon Grove, California in rented facilities from the Lemon Grove Elementary School District. We currently serve 337 students grades 9-12. We are a small comprehensive high school that meets five days per week on a 36 week calendar. We meet the needs of all students through standard, college prep, honors, and AP courses, our “Academy” of targeted reading and writing interventions for below grade level readers and writers, our Leadership program, our SPED program, and our extra-curricular activities (Leadership Council, CIF sports, Robotics, clubs). All of our college prep, honors, and AP courses are UC approved. We include parents through Parent Orientation, Back to School Night, parent conferences at the end of quarter 1, 2, and 3, our parent portal ParentVUE, Open House, and volunteer opportunities. Respect, Responsibility, and Integrity drive how we treat one another, how we operate our school, and how we want to see our students’ character develop. We strive to provide every student with the character and academic skills necessary for success in post-graduation life. To graduate, students must pass Senior Exhibition, a year-long culminating project that demonstrates that degree to which each student meets our ESLRs. We are actively pursuing the purchase and construction of a campus of our own in El Cajon which will be closer to the other three K-8 campuses within our charter.

2015-16 Staff Demographics:

Teacher	Degree	District Teaching	Total Teaching
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Debbie Beyer	MA	15	40
Steve Robinson	MA	11	16
Ginny Valles	BS	1	21
Pam Samuels	MA	8	27
Carrel Wright	BA	12	14
Stacey Harrell	PhD	15	22
Kris Eshelman	MA	7	24
Jennifer Landry	MA	1	4
Daniel Sanchez	MA	7	13
John Luzzi	BA	7	7
Jason Guthrie	MA	7	12
Linn Dunton	BA	5	30
David Youngblood	MDiv	6	12
Tammy Sanchez	BA	1	8
Stacy Wickerd	BA	1	1
Brett Pepin	MA	5	6
Chris Castberg	MA	5	11
Shaune Dulay	BA	14	26
Lacey Dodd	MA	4	5
Dawn Rucker	MA	2	12
Ali Degraffenreed	MA	1	7
Luke Stevers	MA	6	7
Chelsea Picksley	BS	3	3
Tommy Mathis	BA	2	2
Brianna Simoneau	BA	3	3
Brent Armstrong	MA	2	9
Jonathan Abbas	BA	3	3

Nicole Allen	BA	2	8
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2015-16 Student Demographics: 337 total students

Demographics	2015-16
American Indian or Alaskan Native	.3%
Asian Including Middle Eastern	15%
African American	3.8%
White	37.9%
Hispanic	35.2%
Two or more	3.9%
Pacific Islander including Filipino	3.3%
EL: not reclassified	11%
EL: reclassified	13.6%
Econ Disadvantaged	44.4%

2012-2015 Student Achievement Data:

Please see CAHSEE, AP, and CAASPP scores in the Appendix.

Summary:

Our last three years of CAHSEE ELA data show that more than 80% of our 10 graders consistently pass while proficiency rates fluctuate. Our CAHSEE writing scores increased each of the past three years. The 2013-14 10<sup>th</sup> graders were an especially strong academic class. Our 2015 CAASPP ELA scores outperformed the state, county and surrounding district averages. Our overall AP scores are slowly improving in most but not all classes. The CAHSEE is no longer administered so we have moved to using AIMSweb and Gates MacGinitie to measure student reading comprehension levels on a yearly basis. The following students remain our most significant cohorts: economically disadvantaged, Hispanic, white, Asian (Chaldean), and EL. These subgroups outperformed their peers on the CAASPP statewide, county wide, and surrounding district averages. Our Academy program continues to meet the needs of all students who read and write below grade level. Our systematic semester pre-assessment, mid-semester, and end of semester assessment program shape instruction for all students and provide us timely data on how well our students are learning and meeting LCHS and Common Core learning standards. Our scores on the 2015 CAASPP demonstrate our successful transition to the Common Core. The 2015 juniors are the very strong academic class of the 2014 CAHSEE. We are interested to see how close the 2016 juniors will come to matching the CAASPP scores of 2015. While our math CAASPP scores were also very high compared to the state, county, and surrounding district, we would like to reach a 50% proficiency rate. We have plans to expand our summer school to meaningfully help students reach algebra 2 (or its integrated equivalent) by their junior year as we found reaching this level of mathematics a key indicator of scoring proficient on the 2015 mathematics CAASPP.

## II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Three years ago, we started what we call The Academy. It is a program of targeted reading fluency, reading comprehension, and writing instruction to help students reading and writing below an 8<sup>th</sup> grade level to reach at least that level of proficiency. The program has three reading and writing tiers spread across three modules or class periods. We monitor students' fluency, comprehension, and writing weekly to keep the instruction targeted and to exit students from the program as soon as they prove 8<sup>th</sup> grade proficiency. Our high scores on the CAHSEE and CAASPP ELA assessments attest in part to the rigor of our Academy program.

Last year, we developed a school wide writing rubric called the TDL which stands for Thesis, Development, and Language. This rubric spans from Kindergarten to AP level writing and is aligned to the Common Core. We use this rubric to measure the quality of our students' writing within and outside the Academy. We meet quarterly to calibrate writing assignments across grade levels and disciplines using the rubric. We then use the information gleaned from these calibrations to set grade level writing goals. Teachers then collaborate on how they will all meet these goals. We write across the entire curriculum. Our CAHSEE writing scores increased each year from 2013-2015. Overall, our AP writing scores improved from 2014 to 2015.

This year we expanded our counseling services. We now have a full time counselor for emotional and psychological issues. We now also have a full time academic counselor. Students now have these counseling services available more frequently on campus than in the past. Many students see the emotional / psychological counselor. Seniors and juniors meet with the academic counselor twice per year and by appointment. Sophomores and freshman meet with the counselor at least once per year and by appointment.

Three years ago, we started Senior Exhibition. Initially embedded within 12<sup>th</sup> grade English courses, Senior Exhibition soon took over the second semester of those courses. Last year, we created a year-long Senior Exhibition course to provide students the support and structure they need in order to successfully create a high quality product that demonstrates significant academic achievement. Under the current program, students research a topic, develop a thesis, write a research paper or conduct a research based project, and then create a presentation which they give to a panel of administrators, teachers, and community members. Students must pass the paper/project and the presentation in order to graduate from LCHS. The rubric is aligned to our ESLRs and character values. Last year's senior exhibitions were significantly more academically rigorous and of higher academic quality than in the past and are much better demonstrations of our ESLRs than in the past.

Since our 2013 WASC visit, our student body has grown from 180 to 337. Consequently, we have grown our teaching staff from twenty-two to twenty-eight. Fifteen of those twenty-eight teachers were employed in 2013. This has allowed us to expand our course offerings while keeping pace with larger student enrollment.

Last year, we expanded our formal observation and feedback program to better support teachers and maximize student learning and established a pre-assessment, mid-semester, and end of semester assessment program. In addition to the ongoing observations of the executive director, every teacher is observed at least three times per year by the vice principal followed by a meeting where the vice principal and the teacher debrief the lesson, discuss goals, establish next steps toward meeting those goals, and discuss assessment data and how it is being used to inform instruction. The content of these observations and meetings is then shared with the executive



director and the teacher via email. Within these meetings, teachers and the vice principal specifically discuss the semester pre-assessment, mid-semester, and end of semester exam data. Teachers also share data from these assessments with school leadership and their colleagues in specially scheduled staff meetings. Departments are also given department wide planning time monthly to assess this data and make instructional plans based on this data analysis. These programs have helped teachers fine tune their craft and better serve their students by targeting instruction based on the strengths and weaknesses in students' learning.

Two years ago, we hired a teacher to coordinate our RtI program. At each progress report or report card (issued every 4.5 weeks), we identify struggling students and begin the RtI process for each of these students. Three years ago, we had three students with an RtI. Now we have sixteen students on RtIs.

Last year, we completed the development of a formal evaluation process and rubric for administrators. This rubric was used last year to evaluate all administrators. We are currently developing a rubric and observation tool for administrators to use for teachers.

Over the past three years, our student government (what we call Leadership Council) has grown in number and in responsibility. Three years ago, LC began to intentionally develop school culture through the LEAP model. LC conducts monthly events on and off campus. The student body has adopted the language and behaviors of "being love," "living electric," and "being bold."

Our sports program has expanded to now include track and flag football. We now also offer robotics and AP computer science and AP human geography. We have also expanded our use of online curriculum to enhance our course offerings. We have more students in extra-curricular activities and in AP classes than ever before.

Lastly, we have made progress toward building our own high school on our own land. We have secured a developer and contractor. We have secured the land and are in the process of securing the permits for construction. We have completed architectural drawings. This site is closer to our other K-8 campuses and will help attract more of our LFCS 8<sup>th</sup> graders than currently attend LCHS in Lemon Grove.

### III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

Each year, school leadership shares student achievement data with teachers and the board. School leadership develops the action plan and presents the plan to teachers for their input. After incorporating teachers' input, school leadership presents the action plan to the board. Each summer/fall, school leadership updates the action plan based on the previous year's student achievement data (CAASPP, AP, TDL, AIMSweb, and Gates MacGinitie). By the end of this school year, we will have all students placed on the TDL and all students' Gates MacGinitie and/or AIMSweb data recorded. This will give us a clear picture of how well all of our students read and write as well as a baseline from which to measure growth in subsequent years in addition to our CAASPP and AP data.

School leadership wrote this report and shared it with teachers and classified personnel. After incorporating their input, school leadership presented this report to the board.

**IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

→ **Note:** *The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

The 2013 WASC visiting committee report cites the following critical areas for follow up:

1. Improve the student achievement levels in reading, writing, and math for all students, especially English Learners.
2. Further development of the RtI model and student support program to better support struggling learners.
3. A professional development plans needs to be developed based on an analysis of student needs, additional teacher training (as needed), and research-based programs.
4. There is a need for ongoing adjustment to reflective practices, based on formal and summative data.
5. The School Board annually monitors (growth/areas of need) school plans to better support the vision and mission of the school.

The action plan specifically addresses improving student achievement in reading, writing, and mathematics for all students (1). Based on our CAASPP scores, we have accomplished this goal. We continue to strive for even stronger student achievement in reading, writing, and mathematics.

Between our enhanced RtI program and counseling services we have accomplished the goal of improving our support for struggling students (2).

We have developed a professional development plan based on analysis of student need, additional teacher training, and research based programs. Over the past three years, we have continued to partner with Quantum Learning to enhance our instructional and classroom management practices. We have also provided teachers with professional development with Rick Morris also centered on improving instructional practices and classroom management. This year, we have moved toward focusing on student learning. We have partnered with Quantum Learning again but this year we have brought a Quantum instructor into our classrooms to observe every teacher at least once. Her observations are shaping current and future professional development. Her observations are also shaping the observations of the vice principal and executive director. Creating learning objectives and “relentlessly pursuing outcomes” were areas of need identified by the Quantum instructor. School leadership is currently working with teachers on developing clear learning objectives and how to meaningfully pursue those during each lesson. School administration is researching observation tools that link professional development activities to evidence and follow up as a way to provide teachers specific professional development based on their unique needs (3).

We have improved our use of reflective practices through our pre, mid, and post semester assessment programs in conjunction with our teacher observation and feedback program (4).

Each year, school leadership presents the action plan to the board (5).

The visiting committee report also specified the following areas for further follow up: the development of employee evaluations and the evaluation of student support services. We have created and implemented an evaluation tool for administrators in 2014-15. We are currently developing an evaluation tool for teachers. Formal evaluations by the vice principal at least three times per year have improved the evaluation process for teachers. Upon our review of the effectiveness of our student support services, we expanded our academic and psychological/emotional counseling services with two full time counselors.

**V: Schoolwide Action Plan Refinements**

- **Comment on the refinements made to the single schoolwide action plan since the last selfstudy visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school’s latest updated schoolwide action plan.**

The current action plan reflects the elimination of the CAHSEE, the phasing out of the CST, and the implementation of the CAASPP. Since we secured a long term lease for our current site, we replaced that action item with one to improve student learning through assessment driven instruction. This action item includes the pre, mid, and post semester assessments and analysis as well as the expanded teacher observations and feedback program initiated in 2014-15.

## 2015-16 LCHS School Wide Action Plan

<b>Action Plan #1 – Reading Achievement</b>	
Link to Schoolwide Learner Outcomes	<ul style="list-style-type: none"> <li>• Literate Citizens</li> <li>• Effective Communicators</li> <li>• Self Directed Learners</li> </ul>
Rationale	<ul style="list-style-type: none"> <li>• The reading fluency and comprehension of our students continues to be an area of need for LCHS. Data shows the following:</li> <li>• The percentage of students earning proficient or advanced on the ELA CST declines from 9<sup>th</sup> to 10<sup>th</sup> and from 10<sup>th</sup> to 11<sup>th</sup> grade.</li> <li>• We continue to attract a significant number of students reading below grade level in terms of proficiency and comprehension.</li> <li>• Our CAHSEE ELA scores lag behind our math scores and the ELA scores of the district, county, and state.</li> <li>• Reading is a foundational skill necessary for success in all academic disciplines.</li> <li>• Literate citizens, effective communicators, and self-directed learners read for understanding.</li> </ul>
Growth Targets	<ul style="list-style-type: none"> <li>• The passing rate on the ELA CAHSEE will improve by two percentage points per year for the next four years or until a 90% passing rate is achieved.</li> <li>• The proficiency rate on the ELA CAHSEE will improve by one percentage point per year for the next four years.</li> <li>• CAASPP: The percentage of all students meeting or exceeding the overall ELA standards will remain above 70%.</li> <li>• CAASPP: The percentage of all students above/at/ near the Reading standard will remain above 85%.</li> <li>• CAASPP: The percentage of EL students meeting or exceeding the overall ELA standards will improve 2% points each year for the next three years.</li> <li>• CAASPP: The percentage of EL students scoring above/at/near the Reading standard will improve 2% points each year for the next three years.</li> <li>• CAASPP: The percentage of Econ disadvantaged students meeting or exceeding the overall ELA standards will improve 1% per year over the next three years.</li> <li>• CAASPP: The percentage of Econ disadvantaged students scoring above/at/near the Reading standard will remain above 85%.</li> </ul>
Ways of Assessing Student Achievement	<ul style="list-style-type: none"> <li>• 2013 CAHSEE ELA passing rate 82%; 2014 CAHSEE ELA passing rate 89%; 2015 CAHSEE ELA passing rate 83%.</li> <li>• 2013 CAHSEE ELA Proficiency rate 62%; 2014 CAHSEE ELA Proficiency rate 68%; 2015 CAHSEE ELA Proficiency rate 49%.</li> <li>• 2013 CAHSEE ELA EL passing rate 44%; 2014 CAHSEE ELA EL passing rate 67%; 2015 CAHSEE ELA EL passing rate 58%.</li> <li>• 2013 CAHSEE ELA EL proficiency rate 19%; 2014 CAHSEE ELA EL proficiency rate 29%; 2015 CAHSEE ELA EL proficiency rate 0%:</li> <li>• 2013 CAHSEE ELA avg. writing score: 1.9; 2014 CAHSEE ELA EL avg. writing score 2.3; 2015 CAHSEE ELA avg. writing score 2.4</li> <li>• Grades in English class</li> <li>• Percentage of students scoring at Exempt and Conditional Status: no longer available</li> <li>• 2015 CAASPP overall ELA scores: all students 74% met or exceeded standard. EL 25% met or exceeded standard. Econ disadvantaged 68% met or exceeded standard.</li> <li>• 2015 CAASPP reading ELA scores: all students 91% above/at/near standard. EL 58% above/at/near standard. Econ disadvantaged 89% above/at/near</li> </ul>

	standard.
Means of Monitoring/Evaluating	<ul style="list-style-type: none"> <li>• Administration reports to the board</li> <li>• Teacher reports to administration</li> <li>• CAHSEE and EAP scores</li> <li>• Records of students completing the ERIA reading intervention program</li> </ul>
Specific Tasks/Actions and Timeline	<ul style="list-style-type: none"> <li>• Academy created modules 5, 6, and 7 based on the ERIA model of literacy interventions. Fluency, comprehension, and writing form the basis for targeted instruction. Students selected to participate in one, two or all of these interventions based on their CELDT, CST, CAHSEE, and in house assessments.</li> <li>• All incoming students assessed for reading fluency and comprehension. Data kept in Google Docs to be used for placement into the Academy.</li> <li>• Targeted preparation for the ELA CAHSEE within English classes. This started in the fall of 2010 and is a permanent part of all 9<sup>th</sup> and 10<sup>th</sup> grade English classes as well as the Academy classes.</li> <li>• Students strategically placed in English classes based on their performance on the CAHSEE, Smarter Balance, and Scantron in house assessments to better target instruction and add importance to performance on these assessments.</li> <li>• Improve students' attitude and sense of responsibility toward performing their best on the CAHSEE and CST's during weekly assemblies. Staff video messages to students before testing sessions.</li> <li>• All teachers use the Scantron Achievement Series assessment system to determine the effectiveness of instruction and to inform future instruction. All staff have been trained. Hardware and software are in place and operational.</li> </ul>
Who is Responsible	<ul style="list-style-type: none"> <li>• Academy: ELA team and administration create the instructional models, benchmarks, curriculum, assessment, data entry, and scheduling.</li> <li>• 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</li> <li>• ELA CAHSEE prep in English classes: Teachers are responsible for implementation. Vice principal and principal will monitor the implementation through CAHSEE scores, classroom observations, and through the formal teacher evaluation process.</li> <li>• 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.</li> <li>• Scantron Achievement Series assessment system: Teachers are responsible to use it. Administration is responsible for the function of the hardware and supplies of answer documents. Administration will monitor through staff meeting discussions, classroom observations, and through the formal teacher evaluation process.</li> <li>• Students for doing their best</li> <li>• Parents for holding students accountable for doing their best</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Academy: General funds, 6 teachers, 1 aide, 6 classrooms, scheduled during modules 5, 6, and 7, SRA curriculum, Read Naturally, Rosetta Stone English, Rewards Reading and Writing curriculum, Longman Series.</li> <li>• Reading fluency assessment for incoming students: classroom, vice principal, fluency assessments, Google Docs</li> <li>• ELA CAHSEE prep embedded in English classes: teachers, curriculum (already purchased), classroom time</li> <li>• Scantron: general funds</li> </ul>

<b>Action Plan #2 - Writing Achievement</b>	
Link to Schoolwide Learner Outcomes	<ul style="list-style-type: none"> <li>• Literate Citizens</li> <li>• Effective Communicators</li> <li>• Self Directed Learners</li> </ul>
Rationale	<ul style="list-style-type: none"> <li>• Our CAHSEE, EAP, and CST writing scores lag district, county, and state averages as well as worldwide averages for the AP.</li> <li>• Writing is a foundational skill necessary for success in all disciplines.</li> <li>• Literate citizens, effective communicators, and self directed learners write well.</li> </ul>
Growth Targets	<ul style="list-style-type: none"> <li>• The percentage of juniors placing into college writing as measured by the ELA EAP will increase by two percent per year for the next four years.</li> <li>• The passing rate on the ELA CAHSEE will improve by two percentage points per year for the next four years or until a 90% passing rate is achieved.</li> <li>• The proficiency rate on the ELA CAHSEE will improve by one percentage point per year for the next four years.</li> <li>• The percentage of students earning exempt or conditional status on the EAP will increase by two percentage points per year for the next four years.</li> <li>• The average CAHSEE essay scores will improve by at least .1 points per year for the next four years.</li> <li>• The average writing score for each AP exam will increase by five percent per year for the next four years.</li> <li>• CAASPP: The percentage of all students above/at/ near the Writing standard will remain above 85%.</li> <li>• CAASPP: The percentage of EL students scoring above/at/near the Writing standard will improve 1% point each year for the next three years.</li> <li>• CAASPP: The percentage of Econ disadvantaged students scoring above/at/near the Writing standard will remain above 85%.</li> </ul>
Ways of Assessing Student Achievement	<ul style="list-style-type: none"> <li>• EAP writing scores</li> <li>• AP writing scores 2014 to 2-015:</li> <li>• AP Lit (27.5 to 30.6)</li> <li>• AP Human Geog (21.9 to 19.8)</li> <li>• AP Gov (27.2 to 15.8)</li> <li>• AP US (24.2 to 23.9)</li> <li>• AP WH (11.1 to 23.2)</li> <li>• AP Calc (10.2 to 21)</li> <li>• AP Spanish (35.8 to 45.5)</li> <li>• 2013 CAHSEE ELA avg. writing score: 1.9; 2014 CAHSEE ELA EL avg. writing score 2.3; 2015 CAHSEE ELA avg. writing score 2.4</li> <li>• 2013 CAHSEE ELA Passing rate 82%; 2014 CAHSEE ELA Passing rate 89%; 2015 ELA CAHSEE Passing rate 83%</li> <li>• 2013 CAHSEE ELA Proficiency rate 62%; 2014 CAHSEE ELA Proficiency rate 68%; 2015 CAHSEE ELA Proficiency rate 49%</li> <li>• Analysis of student writing assignments: <b>See LCHS Writing Levels Google Doc based on TDI rubric. Baseline established using TDI.</b></li> <li>• 2015 CAASPP Writing ELA scores: all students 89% above/at/near standard. EL 67% above/at/near standard. Econ disadvantaged 89% above/at/near standard.</li> </ul>
Means of Monitoring/Evaluating	<ul style="list-style-type: none"> <li>• Administration reports to the board</li> <li>• Teacher reports to administration</li> <li>• Teacher analysis of student work and assessments</li> <li>• CAHSEE, EAP, AP and CST scores</li> <li>• Common Core Assessment scores as they becomes applicable</li> </ul>

<p>Specific Tasks/ Actions and timeline</p>	<ul style="list-style-type: none"> <li>• Collaboration between all teachers to create and implement common rubrics, language, and writing strategies across all disciplines.</li> <li>• Quarterly calibration and collaboration activities per grade level where grade level teachers review work samples, calibrate scores, analyze achievement of previous quarters' goals, discuss best practices, establish student learning goals, and determine instructional practices to achieve those goals.</li> <li>• Professional development in writing in August of 2015 and as necessary during the school year.</li> <li>• Use the TDI rubric to grade student writing and log student achievement.</li> <li>• Revise TDI as necessary.</li> <li>• AP teachers use extra AP Support class to extend and deepen writing instruction for AP exams.</li> <li>• Explicit CAHSEE writing preparation within all 9<sup>th</sup> and 10<sup>th</sup> grade English classes and the Academy classes.</li> <li>• Improve students' attitude and sense of responsibility toward performing their best on the CAHSEE, AP, EAP, and Smarter Balance during weekly assemblies and before the assessments.</li> </ul>
<p>Who is Responsible</p>	<ul style="list-style-type: none"> <li>• Writing collaboration: English, science, and social studies teachers. The vice principal and principal will monitor progress through analysis of CAHSEE, EAP, Smarter Balance, and AP scores, student work, classroom observations, and through the formal teacher evaluation process.</li> <li>• AP: Teachers will teach students how to answer the writing prompts on the AP exams during AP Support. The vice principal and the principal will monitor implementation through follow up interviews, classroom observations, and AP test scores.</li> <li>• Explicit CAHSEE writing prep: English teachers will implement with existing curriculum. Vice principal and the principal will monitor progress through an analysis of CAHSEE scores, classroom observations, student work, and through the formal teacher evaluation process.</li> <li>• Professional development in the area of writing: Teachers and administration will identify opportunities for professional development in the area of writing. Principal will allocate the funds.</li> <li>• Testing morale: A designated teacher has agreed to address students during the assemblies. All teachers and administrators will echo the themes and language used in the assemblies to improve morale for state testing. Staff video messages to students before testing.</li> <li>• Students for doing their best</li> <li>• Parents for holding students accountable for doing their best</li> </ul>
<p>Resources</p>	<ul style="list-style-type: none"> <li>• Writing collaboration: Teachers will meet during half day Fridays and after school</li> <li>• AP: general funds, teachers, time during the summer for the seminars and for the follow up meetings with administration, time off during the school year for additional trainings</li> <li>• Explicit CAHSEE writing prep: teachers, classrooms, instructional time, planning time</li> <li>• Testing morale: lead teacher, time during assemblies</li> <li>• Professional development: general funds, grants</li> </ul>

<b>Action Plan #3 – Science Achievement</b>	
Link to Schoolwide Learner Outcomes	<ul style="list-style-type: none"> <li>• Literate Citizens</li> <li>• Effective Communicators</li> <li>• Self Directed Learners</li> </ul>
Rationale	<ul style="list-style-type: none"> <li>• The percentage of students earning proficient or advanced in life science, biology, chemistry, and physics lags the district, county and state performance levels.</li> <li>• Literate citizens have a solid understanding of the scientific method and the knowledge it has created in the fields of biology, chemistry, and physics.</li> </ul>
Growth Targets	<ul style="list-style-type: none"> <li>• The percentage of students earning proficient or advanced on the life science CST will increase by 2 points each year over the next four years.</li> <li>• The percentage of all students scoring advanced or proficient will improve 2% each year over the next three years.</li> <li>• Students taking biology will improve their rates of proficiency on the Life Science CST by 5 points each year over the next four years.</li> <li>• Biology, chemistry, and physics students will improve class averages on semester exams by 5 percentage points each year over the next four years until the class average reaches 80%.</li> <li>• AP Physics students will improve their class average on the AP exam by .5pts each year over the next four years until the class average reaches a 3.</li> </ul>
Ways of Assessing Student Achievement	<ul style="list-style-type: none"> <li>• CST scores: 2013 Life Sci CST: 49% P/Adv; 2014 Life Sci CST: 69% P/Adv; 2015 Life Sci CST : 55%</li> <li>• AP exam scores: 2015 AP Physics I: 1.88</li> <li>• Analysis and grading of student work and assessments: 2014 S1 exams: Bio 82; Chem 63; Physics 96; 2015 S2 exams: Bio 77; Chem 94; Physics not given.</li> <li>• Scantron Achievement Series Benchmark Assessments</li> <li>• 2015 CAASP Life Science scores: all students 55% adv/proficient.</li> </ul>
Means of Monitoring and Evaluating	<ul style="list-style-type: none"> <li>• Administration reports to the board</li> <li>• Teacher reports to administration</li> <li>• Teacher analysis of student work and assessments</li> </ul>
Specific Tasks/ Actions and timeline	<ul style="list-style-type: none"> <li>• Increase supplies for the expansion of science labs.</li> <li>• Maintenance and development of life science course.</li> <li>• Strict mathematical prerequisites for chemistry and physics.</li> <li>• Strict reading comprehension prerequisites for biology.</li> <li>• Instructional practices, curriculum, and assessments will be analyzed in relation to the needs of the students.</li> <li>• Analysis of Scantron Achievement Series quarterly benchmark assessments aligned to the CST to inform and improve instruction in all science classes.</li> <li>• Improve students' attitude and sense of responsibility toward performing their best on the CST's during weekly assemblies. Staff video messages to students before testing sessions.</li> </ul>



Who is Responsible	<ul style="list-style-type: none"> <li>• Supplies: principal and science teachers</li> <li>• Life science course: principal, vice principal, science teacher</li> <li>• Mathematical prerequisites: written into course descriptions by vice principal, enforced during scheduling by vice principal.</li> <li>• 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.</li> <li>• Analysis and disaggregation of science CST scores: principal, vice principal, teachers</li> <li>• Analysis of Scantron Benchmarks: principal, vice principal, teachers</li> <li>• Improving student attitudes for state testing: principal, vice principal, teachers</li> <li>• Students to do their best</li> <li>• Parents to hold students accountable for doing their best</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Supplies: general funds, Donors Choose, grants</li> <li>• Life science course: general funds, classroom, lab equipment, curriculum, teacher</li> <li>• Analysis and disaggregation of science CST scores: time, Google docs to share data, classroom, internet connection, computers</li> <li>• Improving student attitudes for state testing: time during assemblies, technology for videos, creativity</li> </ul>

<b>Action Plan #4 – Improve Student Learning through Assessment Driven Instruction</b>	
Link to Schoolwide Learner Outcomes	<ul style="list-style-type: none"> <li>• Literate Citizens</li> <li>• Effective Communicators</li> <li>• Self Directed Learners</li> <li>• Responsible Community Leaders</li> <li>• Values Conscious Thinkers</li> </ul>
Rationale	<ul style="list-style-type: none"> <li>• Research shows that assessment driven instruction improves student learning (Marzano)</li> </ul>
Growth Targets	<ul style="list-style-type: none"> <li>• CAHSEE ELA passing rate improves by 2 percentage points each year over the next four years until a 90% passing rate is reached. <b>82 to 89 to 83.</b></li> <li>• CAHSEE ELA proficiency rate improves by 1 percentage point each year over the next four years. <b>62 to 68 to 49.</b></li> <li>• CAHSEE ELA average scaled score improves by 3 points each year over the next four years. <b>395 to 383.</b></li> <li>• CAHSEE Math passing rate improves by 2 percentage points each year over the next four years until a 90% passing rate is reached. <b>91 to 90.</b></li> <li>• CAHSEE Math proficiency rate improves by 1 percentage point each year over the next four years. <b>80 to 61.</b></li> <li>• CAHSEE Math average scaled score improves by 3 points each year over the next four years. <b>403 to 388.</b></li> <li>• The class average for each AP exam improves by .5 points each year over the next four years until a class average of 3 is reached.</li> <li>• CAASPP: At least 70% of students meeting or exceeding the overall ELA standard. <b>74 (2015 baseline)</b></li> <li>• CAASPP: The percentage of all students meeting or exceeding the overall math standard will improve by 2% each year over the next three years. <b>37 (2015 baseline)</b></li> </ul>
Ways of Assessing Achievement	<ul style="list-style-type: none"> <li>• Administration observes each teacher at least once during Q1, Q2, and Q3.. Administration and staff analyzes benchmark assessments at the end of Q1, Q2, Q3, and Q4. Administration and staff analyze the results of the CAHSEE, EAP, Smarter Balance, and AP exams</li> </ul>

Means of Monitoring and Evaluating	<ul style="list-style-type: none"> <li>Administration observes each teacher at least once during Q1, Q2, and Q3. Administration and staff analyzes benchmark assessments at the end of Q1, Q2, Q3, and Q4. Administration and staff analyze the results of the CAHSEE, EAP, Smarter Balance, and AP exams</li> </ul>
Specific Tasks/ Actions and timeline	<ul style="list-style-type: none"> <li>Administration observes and debriefs with teachers at least once during Q1, Q2, and Q3.</li> <li>Teachers administer pre-assessments at the start of Q1 and Q3, administer benchmark assessments at the end of Q1 and Q3, and administer semester exams at the end of S1 and S2.</li> <li>Teachers analyze the data from these assessments individually and as departments.</li> <li>Department chairs report analysis of assessment data to administration and other teachers.</li> <li>Department chairs present a department wide instructional plan to administration and other teachers based on the data from each of the assessments.</li> <li>Creation of an Academic Support class specifically for general education students failing more than 2 or more classes as of the previous report card.</li> </ul>
Who is Responsible	<ul style="list-style-type: none"> <li>Administration: observations and debriefs, scheduling assessments, analysis, and presentations.</li> <li>Administration: provide and maintain Scantron software and hardware for creation, delivery, grading, and analysis of assessments.</li> <li>Administration: scheduling the Academic support class, hiring the teacher, training the teacher on our RtI protocol.</li> <li>Teachers: creating and grading assessments.</li> <li>Teachers: analyzing assessment data and basing instruction upon that analysis.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>General funds</li> <li>Staff meeting time</li> <li>Professional Development time</li> <li>Observation and debrief time</li> <li>Subs to provide more time for teachers to grade, analyze, and plan</li> </ul>

# APPENDIX K

## *Parent Teams*

**LITERACY FIRST DELAC COMMITTEE MEMBERS:**

Kamran Pasha – President

Fakhry Zora – Vice President

Thaiera Slim – Secretary

Kais and Nahla Gabriel

Samar Battah

Neda Gewarges

Lourdes Lopez

Aida Matti

Adriana Aguilar

Heather Beyer – EL Program Coordinator

Debbie Beyer – Executive Director



This team oversees the needs of our English Learners. They are sensitive to the cultural needs of the LFCS EL population and work to connect parents to the community at large through education, events and collaboration.

**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 meeting on 09/23/2014 at the site of Literacy First Charter Schools/Liberty Academy; the meeting was called to order at 6:30 pm.

Committee members in attendance were: Nada Gewarges, Aida Matti, Lourdes Soto, Adriana Aguilar, Kamaran Pasha, Zach Zora, Samar Battah and Thaiera Slim. Parent visitors from Liberty Charter High school were present as well, Mr. and Mrs. Jama. Also present were Debbie Beyer; Executive Director of Literacy First Charter Schools, and Heather Beyer the EL Coordinator.

1. Motion to approve the agenda of this meeting was raised by Thaiera and seconded by Kamaran.
2. The Motion to approve 05/30/2014 minutes of meeting was raised by Kamaran and seconded by Samar.
3. Heather Beyer introduced herself and experience at Literacy First Charter Schools from being a classroom teacher to being the EL Coordinator, part of the school's vision is that every student is known, Mrs. Beyer, stated that the goal is, that every EL student will be known. She as well presented a packet with the EL demographics at all sites, the total number of enrollment is 1600 students K-12, the number of EL students is 590, 8% of these students are re-classified as Proficient English Learners, the school will still like to give them additional language support because it is for their benefit. She also emphasized that there is no need to re-classify any students, the more they get from the EL program the better they are. She also shared that the school adopted a new EL Curriculum that the school is applying this year which is different for each grade level. There are new policies and procedures, the teachers are adopting this year, even report cards will have a piece regarding the EL. The teachers are provided with yellow portfolios which have the EL history of each student in their classes, there will be notes in there from prior teachers and remarks regarding the Academic progress of each student.
4. Heather also showed the committee a power point presentation, which showed how the State of California adopted the Common Core testing, which replaces the STAR testing. She explained that there will be a new EL standard to match, they are also changing the wording for each EL level, this standard will apply two years from now, our schools are trying now to change the EL curriculum to be compatible with that, also the time each student gets in the classroom will vary now, students on levels 3 and 4 will get 45 minutes extra in the classroom four days a week, students who are on levels 1 and 2 get an extra hour and a half in the classroom.
5. Ms. Debbie Beyer explained that at the High School level, it will be hard for students to graduate if they come to us as EL and with no prior schooling in the US, that is more difficult when they come to us as sophomores, this is the reason we created the Academy at the High school, we want to make sure that every new EL student coming to us at the high school level reads and writes at the 8<sup>th</sup> grade level, this will help these students to go either to adult school or to get their GED. In the Academy, they are getting extensive phonics and fluency, that will improve their language learning, what we are sure of is they are benefiting from this program tremendously.
6. The EL Tea event was also discussed; we noticed over the years that parents are offended sometimes because their students are in the EL program, the EL Tea is a good opportunity for them to know what were offering and how the EL program is working well for their kids. Kamaran suggested that the power point Mrs. Heather Beyer presented be translated to Arabic, in order to give the parents a better understanding of EL levels and the meaning of common core. Mr. Pasha also said that he will introduce the members of the committee to all in attendance, there will be labels also to identify the members, and blank labels for the parents to put their names on, part of communication with the parents would be by knowing them personally, Lourdes shared an experience she had with a parent that was new to the school, and how by being her friend she could close gaps between that parent and understanding what the school stands for, how processes are done, and how that parent can help with homework. Debbie suggested that we have small groups, these groups will be focused on new families to the school, like first and kindergarten parents. Thaiera said that she will run those lists and divide them between the committee members preferably in groups of 10 families for each committee member.

7. Entertainment book sell fundraiser was discussed too, we hear a lot of the second language families that they can't sell the books, or what is the purpose of this fund raiser. The school doesn't have buses, and we need to

8. rent buses to take our students to field trips, the monies collected from the book sell go toward renting those buses, the reason is asking for a 70 dollars pay out, is, selling 4 books gives the school a profit of 70 dollars, in case the student can't sell the four books, they can choose this option.
9. The teachers thought of other ways to communicate with families of second language students, each class will assign one parent to either translate the class's Newsletter, or call the parents to answer questions or give details regarding future events, or homework required or the like.
10. The Fall Fair was also discussed. The event is going to happen at Liberty Academy on a Saturday, as in years past, there will be a Chaldean/Iraqi food booth, the committee needs to call parents at the time to see what foods they can donate, and who is going to help man it. Christmas trees are going to be sold too as a fund raiser during the fair. Several vendors are going to be participating, we thought Liberty Academy is a better choice for this year's fair as it is nearer and also at the High School, we thought the vendors were separated, at Liberty we think it will give that sense of closeness better.

Meeting was adjourned at 8:00 pm.

*Respectfully submitted*  
*Thaiera Slim*

**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 meeting on 9/8/2015 at the site of Literacy First Charter Schools/Liberty Academy; the meeting was called to order at 7:30 pm.

Committee members in attendance were: Lourdes Soto, Kamaran Pasha, Zach Zora, Kais Gabriel, Aida Matti, Nada Gewrges, Samar Battah and Thaiera Slim. Also present were Debbie Beyer; Executive Director of Literacy First Charter Schools, and Heather Beyer the EL Coordinator.

1. The members discussed the best day and time of the week to meet and it was agreed that Thursdays 6:00 pm will work best for everyone.
2. Heather Beyer shared total numbers of EL students stating we have a total enrollment of 1660 students in 4 campuses, 480 students are Active Language Support Students which makes 29% of the school population. There are a total of 621 Language Support Students 140 of them have been re-classified, still teachers keep following up on them to monitor their progress.
3. Ms. Beyer shared with the committee concerns regarding the Arabic and Chaldean speaking parents at the Primary Academy and her concerns that these families didn't fully understand the information that was shared during Parent Orientation meetings. Where several processes were discussed like traffic, homework, lunches, and uniform. Ms. Beyer discussed that it must be the language barrier that prevents parents from fully understanding this information.
4. In order to make these issues clear to the parents, Ms. Beyer suggested we invite them to two separate meetings, one at the Primary Academy and the other at Liberty Academy. Heather Beyer and Kamaran Pasha suggested that we send personal letters to each EL parent with their name, to invite them personally to the meetings. Ms. Beyer will give the committee members an outline of the points the school needs the parents to be aware of and comply with. At the meetings, the committee members will conduct the meeting in small groups, each member will meet with a group of parents and go through the points on the list, answer any questions and give clarifications.
5. Heather Beyer was going to prepare the letter that goes to the parents, and Thaiera Slim will generate the labels with the parents' names divided by teacher, the teachers will hand the invitations personally to the parents.
6. The committee agreed on having the meetings on September 17<sup>th</sup> at 2:15 pm at the Liberty Academy, and on September 18<sup>th</sup> at 8:30 am at the Primary Academy.

Motion to adjourn was raised by Thaiera at 8:30 pm.

*Respectfully submitted*  
*Thaiera Slim*



**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 meeting on 11/17/2014 at the site of Literacy First Charter Schools/Liberty Academy; the meeting was called to order at 6:30 pm.

Committee members in attendance were: Lourdes Soto, Adriana, Kamaran Pasha, Zach Zora, and Thaira Slim. Also present were Debbie Beyer; Executive Director of Literacy First Charter Schools, and Heather Beyer the EL Coordinator.

1. Motion to approve the agenda of this meeting was raised by Kamaran and seconded by Thaira.
2. The Motion to approve the minutes of 09/24/2014 meeting was raised by Kamaran and seconded by Heather.
3. Lourdes shared her Parents' Group experience; she met at LA with 20 Hispanic moms and went over several issues with them. She was successful in developing relations with the parents as far as helping them understand how homework is done, the importance of reading the Class and School Newsletters, setting rules regarding the reading and signing the Reading Log and the importance of being part of their student' education. Lourdes presented first to them and she asked other speakers like Kim Zierman our PTLC Coordinator and another mom from LA to speak about what they do and their experiences. Ms. Beyer suggested each committee member will be in charge of a handful of families, each member will be the group leader of a small group. That member will be their link to resolve any issues they might have. Be there to help and give support.
4. Thaira prepared lists of the parents' and their phone numbers; she divided the lists among the committee members, for each member to be in charge of a certain group. The idea is to compile items and meet with the group, give them an introduction and go from there. The meeting can be arranged at any site of choice after letting Ms. Beyer and the site administrator know the date and time of meeting.
5. Ms. Beyer also shared the High School EL students leaving school, because these students are finding it hard to pass their classes and get the required credit to graduate. They are enrolled in what is called the Academy; which is designed to meet their EL needs. Putting them in that program is going to benefit them in learning the language. We are finding that it is hard for them to pass their classes. Therefore we are looking into giving them a diploma which is a standard High School Diploma; we are trying to lower the standard in order to graduate them.

Motion to adjourn was raised by Zach at 7:30 pm.

*Respectfully submitted*  
*Thaira Slim*

**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 meeting on 05/30/2014 at the site of Literacy First Charter Schools/Liberty Academy; the meeting was called to order at 9:00 am.

Committee members in attendance were: Nada Gewarges, Aida Matti, Arpik Ohanes, Lourdes Soto, Adriana Aguilar and Thaira Slim. Also present were Debbie Beyer; Executive Director of Literacy First Charter Schools, and Heather Beyer the EL Coordinator.

1. Motion to approve the agenda of this meeting was raised by Thaira and seconded by Aida.
2. The Motion to approve 10/07/2013 minutes of meeting was raised by Nada and seconded by Aida.
3. Adriana Aguilar was introduced as the new Committee member, Adriana is a first grade mom at the Primary Academy.
4. Heather Beyer made a presentation regarding number of students that took the CELDT and their EL status as of date;  
  
420 students took the test.  
  
51 students were re-classified.  
  
14% of students scored 1 and 2  
  
26% of them scored 3, they will need more vocabulary.  
  
60% tested as 4 and 5, they are exceeding expectations, we will look at other factors to make the decision to re-classify them.
5. Debbie shared how the State came up with a new funding formula called the LCAP. It is basically funding schools from property taxes funds based on the school's demographics, as the formula is based on the percentage of students that are either; homeless, EL, foster children, and low socio economically. The new formula is good for schools like ours, districts with students in rich areas will not benefit from this. The State is trying to equalize the funding, that won't be possible though with the differences in students' status. They will implement the formula next year, even though most districts don't know how it works still. There are several things important to the State, the State needs to have all teachers fully credentialed, parents have to be involved, students need to be engaged in the learning process, Physical Education and Art classes should be present, and students are prepared for college.  
As a school we look always at what we do and the programs we teach, by large our parents and teachers are satisfied.
6. Also, on monitoring the school's performance; Ms. Beyer also stated, the State is averaging our API score for the last 3 years. They generally require that all schools be at 800, our school's score is 841, and our low groups are on the 800 margin, we need to thrive more, and we need more EL students to pass the CAHSEE. The CAHSEE test is taken in 10<sup>th</sup> grade, every student in High School in CA, needs to pass it in order to graduate. We started what we called the Academy at the high school, for students who are low in both language arts and math, when these students are able to read and do the math of 8<sup>th</sup> grade we get them out of the Academy and to mainstream class  
This year we had the highest passing percentage from our EL students.
7. Ms. Beyer also gave an overview of the Common Core testing, she explained how students were given a practice test this year, the State wanted to find out if the data base worked, and to test the students' ability to take the test using computers and passing it, by doing certain functions. Our students are used to taking tests using computers as we have the Scantron which is a data test system that we use. Several of our teachers will

8. be involved in giving their feedback and input on the test and how to improve it. Many states pulled out of the Common Core we don't think the State of California will though.
9. The State also is re-doing the English Language Development standards, these standards are set by the State, when the Common Core is here, these standards are going to change.
10. We are not going to change much in our curriculum to meet Common Core test, we might shift things around, but we are not changing much, as it is our math is at the level of Common Core.
11. The next item on the agenda is the School's Lottery. There were only 10 spots available and there were only 60 spots in Kindergarten, the rest of the spots in Kindergarten were given to siblings.
12. There will be Summer school this year for students who are struggling, these students have to come recommended by their teachers in order for them to be enrolled in Summer School. Second through Fifth grade can benefit from Camp Catch-up, there will be also an EL program that offer a class to students who need it. Summer school will be from 8:30-11:30 am four days a week.

Respectfully submitted  
Thaiera Slim

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26% of them scored 3, they will need more vocabulary.

60% tested as 4 and 5, they are exceeding expectations, we will look at other factors to make the decision to re-classify them.

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Respectfully submitted  
Thaiera Slim

### **Parent Team Leadership Council**

This council meets regularly to act on ways in which they can support the programs, students and fundraising efforts of LFCS. All members are parents of LFCS students K8. Our PTLC is project based. All members have a specific team, “task” or project upon which they work.

President: Cynthia Moseley  
Treasurer: Michelle Huey  
Secretary: Heidi DeClue  
Community Partnerships: Fadia Doss & Katie Weaver  
Hospitality Chairperson: Jessica Hastings  
Communications Chairperson: Carlee Zank  
Advocacy Chairperson: Tiffany Larson  
JA Liason: Kathleen Bellavance  
LA Liason: Alicia Fellio  
PA Liason: Misty McHenry  
Marketing Director: Jennifer Peterson  
Past President: Kimberly Zierman  
Uniform Exchange Coordinator: Jen Burr

*Activities have included include:*

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

### **High School Booster Club**

Leadership Team  
President: Dawn Lockwood  
Vice President: Eileen Bottenberg  
Secretary: Beth Lynes  
Treasurer: Dawn Nunez

Projects include supporting sports and the fine arts programs of LCHS

Activities have included:

LFCS Family Bingo Night  
BBQ Dinner Night  
LCHS Sweatshirt and Water bottle sales

**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.

***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 order.



Literacy  
First  
Charter  
Schools



*The tree of knowledge begins with literacy.*

**Parent Teacher Leadership Council  
Special Called Meeting  
Minutes  
08/11/2015**

**I. Call to order**

Cynthia Moseley called to order the special meeting of the PTLC at 6:38pm on Tuesday, August 11, 2015.

**II. Members Present/Absent (check denotes present)**

<input checked="" type="checkbox"/> Kathleen Bellavance	<input checked="" type="checkbox"/> Jessica Hastings	<input checked="" type="checkbox"/> Misty McHenry	<input checked="" type="checkbox"/> Katie Weaver
<input checked="" type="checkbox"/> Heidi DeClue	<input checked="" type="checkbox"/> Michelle Huey	<input checked="" type="checkbox"/> Cynthia Moseley	<input type="checkbox"/> Carlee Zank
<input checked="" type="checkbox"/> Fadia Doss	<input checked="" type="checkbox"/> Tiffany Larson	<input checked="" type="checkbox"/> Jennifer Peterson	<input type="checkbox"/> Kimberly Zierman
<input checked="" type="checkbox"/> Alicia Felio			

**III. Approval of minutes from last meeting**

Minutes from the last meeting were not presented. Will be presented at regular board meeting on September 8<sup>th</sup>.

**IV. Treasurer's Report**

Will be presented at the regular board meeting on September 8<sup>th</sup>.

**V. Back to School Orientation**

a) Orientation Display

- Goodie bags for the tables to hand out
  - i. **Motion** by Jessica Hastings and 2<sup>nd</sup> by Michelle Huey to spend up to \$250 for the items (candy, etc.) to be included in the goody bags.
  - ii. Jessica Hastings to schedule a day/time to assemble goody bags and communicate via email to the committee.
- Red Logo Polo Shirt for raffle each night
- Jessica Hastings to purchase clipboards for the PTLC tables at the Back to School Orientation for the sign-up sheets
- Jessica Hastings volunteered to check the closet at Liberty for the raffle tickets

b) Discussion regarding best way to solicit sign-ups and team lead

c) Orientation Welcome/Speech

- a. Jennifer Peterson to prep with Michelle and Cynthia
  - i. Review the PTLC Mission Statement
  - ii. Highlight the following as items supported / purchased by PTLC:
    - 1. Banners / Check-In-System / iPads for Special Education / Kits for Robotics Team, etc.
- b. Decision made that board members will not be introduced

- i. Cynthia Moseley to provide modified form to Fadia for inclusion in the Orientation Packets

**VI. New Business**

- a) **Motion** by Jessica Hastings and 2<sup>nd</sup> by Heidi DeClue to renew the E-Blast Subscription at a cost of \$230. Motion Carried.
- b) Discount Card Program
  - 2014-2015 Academic Year (77 Sold) @ \$5/each
  - Continue Program for 2015-2016 Academic Year
  - Cynthia to work with Kim Zierman to edit order form
  - Cynthia to provide modified form to Fadia for inclusion in the Orientation Packets
- c) Jessica Hastings to solicit quote for monogrammed shirts to be sold as a fundraiser for PTLC.
- d) Cynthia Moseley to solicit quote for monogrammed hats to be sold as a fundraiser for PTLC.
- e) Kathleen Bellavance suggested that lanyards and badges be made available to the PTLC Board members.
  - **Motion** by Michelle Huey and 2<sup>nd</sup> by Heidi DeClue to spend up to \$100 for monogrammed lanyards. Motion carried (via email).
  - Jessica Hastings to solicit quote and place order for lanyards.
- f) Fadia Doss updated the committee on a fundraising opportunity for the Garden.
  - **Motion** by Fadia Doss and 2<sup>nd</sup> by Kathleen Bellavance to allow *Ricki Douglas Photography* to set-up an informational display and solicit orders for family pictures with the full amount of the sitting fee (\$35/each session) donated to the Garden Club. Motion Carried.

**VII. Next Meeting**

- a) PTLC 2015-2016 Academic Year Board Meetings will be on the Second Tuesday of every month beginning September 8<sup>th</sup> at 6:30pm.

**VIII. Adjournment**

Cynthia Moseley adjourned the meeting at 8:15pm.

Submitted by: Heidi DeClue

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Schools



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**Parent Teacher Leadership Council  
Meeting Minutes**

09/08/2015

**I. Call to order**

Cynthia Moseley called to order the regular meeting of the PTLC at 7:50pm on Tuesday, September 8, 2015.

**II. Members Present/Absent (check denotes present)**

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Kathleen Bellavance     | <input checked="" type="checkbox"/> Alicia Felio     | <input checked="" type="checkbox"/> Tiffany Larson  | <input type="checkbox"/> Jennifer Peterson           |
| <input checked="" type="checkbox"/> Heidi DeClue | <input checked="" type="checkbox"/> Jessica Hastings | <input checked="" type="checkbox"/> Misty McHenry   | <input checked="" type="checkbox"/> Katie Weaver     |
| <input checked="" type="checkbox"/> Fadia Doss   | <input checked="" type="checkbox"/> Michelle Huey    | <input checked="" type="checkbox"/> Cynthia Moseley | <input checked="" type="checkbox"/> Carlee Zank      |
|  |  |   | <input checked="" type="checkbox"/> Kimberly Zierman |

**III. Approval of agenda**

The presented agenda was approved for discussion. **Motion** by Michelle Huey and 2<sup>nd</sup> by Kim Zierman.

**IV. Approval of minutes**

The presented minutes for **June 16, 2015** and **August 11, 2015** were approved. **Motion** by Tiffany Larson and 2<sup>nd</sup> by Michelle Huey.

**V. Board Reports**

a) Treasurer's Report:

- Budget for academic year 2014 – 2015 was reviewed.
- Budget for academic year 2015 – 2016 was presented for review and questions. Starting balance **\$10,978.13**.
- 50 discount cards have been sold.
- Raffle polo's from Back to School Nights have been delivered.
- Christmas Store:
  - i. Initial discussion related to the Christmas Stores and inventory purchase
    - 1. Discussion tabled.
- Campus Gardens:
  - i. Positive reception of fundraiser. Based on orders received at LA Open House, approximately \$445 raised for garden.

b) Communications Report:

- E-blasts:
  - i. E-blasts are being utilized frequently. In the past 2 weeks 6 E-blasts have been sent out related to school issues (ie. Uniform exchanges, Legislation/Advocacy, etc.) Going forward, all E-blast requests will need to be pre-approved by **Cynthia Moseley** prior to posting. Reports indicated that increased number of E-blasts results in decreased number of openings.
- Board Communications:

- i. Communications (Emails) to Board Members outside of the monthly meeting will be coordinated by **Cynthia Moseley**.
  - Advocacy:
    - i. **Carlee Zank** presented on several items of legislation that we need to be proactive in addressing. In particular SB787 – currently there is not a set date for the hearing. Should it pass, it will go to the Governor for signing.
- c) Campus Liaison Reports:
  - Common theme is we are a few weeks in and things are going well.
  - Room Parents:
    - i. Reminders for Room Parents...During Teacher Appreciation week, the **door ONLY** can be decorated. Please ensure that the walls, stairways, halls, etc. are not impacted.
    - ii. Doors should have the kids from the class involved.
    - iii. **Cynthia Moseley** will request room lists for Campus Liaisons.

#### VI. Event & Project Reports:

- a) *Tentative Calendar of Events.* Dates to be confirmed
  - 10/09/2015 – Skate Night (Liberty)
  - 12/05/2015 – Holiday Festival (Liberty)
  - 12/07 – 12/11/2015 – Christmas Store (All Campuses)
  - 02/18/2016 – Book Fair (Grossmont Center)
  - 03/18/2016 – Father/Daughter Dance (Liberty)
  - 05/03/2016 – Teacher Appreciation \*Door Decorating (All Campuses)
  - 05/06/2016 – Mother/Son Event (Liberty)
  - 05/20/2016 – Teacher Appreciation Lunch
  - 06/03 or 06/04/2016 – Movie Night (Junior Academy)
- b) Budgets
  - Previously discussed during the Treasurer's Report
- c) 7<sup>th</sup> / 8<sup>th</sup> Event
  - Discussion tabled.
- d) Earning for Learning
  - The restaurants in Parkway Plaza and surrounding area do fund raisers with 500 points and 15% of sales. Earning for Learning Coordinator would like to plan something for once a month and tie in with the High School where PTLC receives the points and the High School Booster Club receives the 15% in sales. **Kim Zierman** and **Cynthia Moseley** will work with Crystal to plan for academic year events.
  - **Cynthia Moseley** to price out banners to hang in the school for Earning for Learning.
  - **Cynthia Moseley** to check with the Student Leadership Group to see if they would be interested in making posters for the campuses related to Earning for Learning.

#### VII. Additional Discussion

- a) PTLC Logo
  - **Kim Zierman** to email out.
- b) Badge Maker
  - Currently inoperable. **Kim Zierman** will reach out to David Butler to troubleshoot.
- c) Parent(s) Fundraising Opportunities
  - Discussion related to request for Tupperware fundraiser. Consensus is that if we sponsor / recommend one we will have to accept all requests. Suggest that the parent get a booth at the Holiday Festival.

#### VIII. Adjournment

**Cynthia Moseley** adjourned the meeting with at 9:00pm.  
Submitted by: Heidi DeClue

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*The love of knowledge begins with literacy.*

## **Parent Teacher Leadership Council Meeting Minutes**

10/13/2015

### **I. Call to order**

Cynthia Moseley called to order the regular meeting of the PTLC at 6:34pm on Tuesday, October 13, 2015.

### **II. Members Present/Absent** (check denotes present)

<input checked="" type="checkbox"/> Kathleen Bellavance	<input checked="" type="checkbox"/> Alicia Felio	<input checked="" type="checkbox"/> Tiffany Larson	<input checked="" type="checkbox"/> Jennifer Peterson
<input checked="" type="checkbox"/> Heidi DeClue	<input checked="" type="checkbox"/> Jessica Hastings	<input checked="" type="checkbox"/> Misty McHenry	<input checked="" type="checkbox"/> Katie Weaver
<input checked="" type="checkbox"/> Fadia Doss	<input checked="" type="checkbox"/> Michelle Huey	<input checked="" type="checkbox"/> Cynthia Moseley	<input checked="" type="checkbox"/> Carlee Zank
			<input checked="" type="checkbox"/> Kimberly Zierman

Others Present: Erin Gnat, Christine Boyce, Sarah Wolkan, Brandi Smith

Guest Speaker: Brandi Smith presented several items for consideration:

#### A. Buddy Benches

- a. Buddy Benches for the Liberty and Primary Campuses was discussed. Further discussion was tabled pending further information from the administration.

#### B. Crayola Recycling

- a. Crayola Marker and Crayon Recycling were discussed. **Brandi Smith** will take the lead and investigate the investment and process and present at the next meeting.

#### C. Fundraising Opportunity

- a. Karate place near Joan Krok has presented a fundraising opportunity. Decision to invite the business to participate in the winter festival.

#### D. Popcorn Pricing

- a. Discussion related to popcorn supply costs. **Motion** by Jessica Hastings and 2<sup>nd</sup> by Kim Zierman to purchase bulk popcorn supplies instead of individual convenience packs. **Motion Passed.**

### **III. Approval of agenda**

The presented agenda was approved with one correction. **Motion** by Jessica Hastings and 2<sup>nd</sup> by Michelle Huey. **Motion Passed.**

### **IV. Approval of minutes**

The presented minutes for **September 8, 2015** were approved. **Motion** by Kathleen Bellevance and 2<sup>nd</sup> by Jessica Hastings. **Motion Passed.**

### **V. Board Reports**

- a) Treasurer's Report:
  - \$12,000 in account
  - Photo Fundraiser for Garden raised \$1,265
  - 75 Discount Cards were sold

- b) Communications Report:

- c) Campus Liaison Reports:
  - **Misty McHenry** reported that she still needs (1) Room Parent for PA
- d) Advocacy Report:
  - **Tiffany Larson** presented that AB787 was vetoed by Governor Brown.

#### **VI. Event & Project Reports:**

- a) Teacher / Staff Testing Appreciation
  - September 17<sup>th</sup> Email between PTLC Board Members
  - **Motion** by Heidi DeClue and 2<sup>nd</sup> by Katie Weaver to spend up to \$120 for flowers and water containers to give to all teachers. **Motion Passed.**
- b) Skate Night
  - Fun time had by all that attended. Attendance was down and costs were up. Over budget by \$49.
- c) Christmas Store
  - Options for older student shoppers. **Jessica Hastings** and **Carlee Zank** are going to research other options (ie. Target Dollar Spot / Michaels / Hobby Lobby, etc.)
- d) Holiday Festival
  - 12/5 from Noon – 4pm at Liberty Academy. Trees, Wreaths and Garlands will be sold again this year and available for pick-up. Discussion related to a PTLC booth fundraiser. Discussion tabled until November meeting. Christine Boyce agreed to team leader for PTLC games
- e) 7<sup>th</sup> / 8<sup>th</sup> Grade Event
  - Summer event for team building and introduction of incoming 7<sup>th</sup> graders from Liberty. **Tiffany Larson** to research options (bonfire at beach, etc.) was this correct??
- f) Earning for Learning
  - **Jessica Hastings** and **Carlee Zank** to research banners to hang in the school for Earning for Learning.
  - **Cynthia Moseley** to check with the Student Leadership Group to see if they would be interested in making posters for the campuses related to Earning for Learning.
- g) Shoes with Heart
  - High School Hosting. More information forthcoming.

#### **VII. Additional Discussion**

- a) Bins for Uniform Exchange
  - Jen Burr doing awesome job with the Uniform Exchange.
  - Request for funds to replace some existing bins that are damaged and to purchase additional bins. **Motion** by Michelle Huey and 2<sup>nd</sup> by Jessica Hastings to give \$50 to Uniform Exchange. **Motion Passed.**
- b) Popcorn Cart at Liberty
  - **Motion** by Kim Zierman and 2<sup>nd</sup> by Kathleen Bellavance to approve up to \$50 to repair the popcorn cart. **Motion Passed.**
- c) PTLC Logo
  - **Motion** by Tiffany Larson and 2<sup>nd</sup> by Jessica Hastings to approve the PTLC Logo. **Motion Passed.**
  - Kim Zierman to facilitate the logo release and file availability.

#### **VIII. PTLC Fundraising Goal for Academic Year 2015-2016**

- a) **Michelle Huey** to discuss with school leadership potential opportunities.

#### **IX. Adjournment**

**Cynthia Moseley** adjourned the meeting with at 8:00pm.  
Submitted by: Heidi DeClue

LIBERTY CHARTER HIGH SCHOOL  
BOOSTER CLUB  
MINUTES

Tuesday, November 17, 6:30 p.m.

6:30 GENERAL SESSION- commenced at 6:36 p.m.

Present: Eileen Bottenberg, Dawn Lockwood, Dawn Nunez, Sharon Ferguson

1. Welcome, Introductions
2. Treasurer Report- \$3,293.39 checking; \$100 savings.
3. Bingo Night Debrief
4. Disbursement to Leadership Council to support student activity in the amount of \$100.00.
5. Additional Disbursements.
6. Meeting Location - unanimous vote to remain at Liberty Academy.
7. Leadership for next year.
  - What have we done to find new people?
  - New ways to recruit. Identify possible leadership.
8. Fundraising Brainstorm (socks!) Brilliant.
9. Next Meeting January 19, 2016.

Adjourned at 7:53 p.m.

LIBERTY CHARTER HIGH SCHOOL  
BOOSTER CLUB MINUTES

Tuesday, January 19, 2016, 6:30 p.m.

6:30 GENERAL SESSION

Present: Eileen Bottenberg, Dawn Lockwood, Dawn Nunez, Sharon Ferguson

1. Welcome, Introductions
2. Treasurer Report: \$3,213.47 checking; \$100.00 savings.
  - Hot Chocolate/Jamba Juice fundraiser recap
  - Leadership council grateful for \$100 donation towards dance
3. Fundraiser Updates
  - Chik Fil A Fundraiser (tentative date 02/19/16)
  - Rootbeer Floats in February
4. Bleacher Research Needed
5. Matching Funds Campaign
6. Booster Club Interest Meeting by Coach Dunton  
(Sarag Ng, Stacy Stanger, Lynda Bond, Carrie Wood)? Others?
7. Next Meeting March 15, 2016.
  - Final Meeting at Casa De Pico? 05/17/16?
8. Meeting adjourned at 8:06 p.m.

# APPENDIX L

*Articles of Incorporation  
and*

*LFCS Bylaws*

*A California Non-Profit Benefit Corporation*



**BYLAWS**  
**OF**  
**LITERACY FIRST CHARTER SCHOOLS**  
(A California Non-Profit Public Benefit Corporation)

**ARTICLE I**  
**NAME**

Section 1. The name of this corporation is Literacy First Charter Schools,

**ARTICLE II**  
**PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is located in San Diego County, California. The Board of Directors may change the location of the principal 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 Directors 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 Schools 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 Director 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 Directors 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 Directors finds appropriate.

**ARTICLE VII  
BOARD OF DIRECTORS**

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 Directors (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.

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 Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, 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 them security for faithful service.
2. Change the principal office or the principal 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 DIRECTORS AND TERMS.** All Directors shall be designated by the existing Board of Directors, except that the following seats will be reserved: one (1) voting Director may be appointed at the discretion of the chartering agency excepting that the Director 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 SDCOE Board representative Director, in any year, on or before April 15 of such year, then the Board of Directors shall appoint such Director for that year. No teacher or staff member employed at any of the Literacy First Charter Schools shall serve as a Director on the Board of Directors.

Except for the initial Board of Directors and the authorizing agency Director, each Director shall hold office for four (4) years and until a successor Director has been designated and qualified. Terms for the initial Board of Directors shall be two (2) seats for a term of four (4) years and three seats for a term of two (2) years. The authorizing agency’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 current Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Rich Willis Businessman	June 30, 2016
Lorri Ague Community partner, educator	June 30, 2017
Sal Campos Parent, law enforcement	June 30, 2016
Mark Ferguson Parent, businessman	June 30, 2017
Larry Kincaid Attorney	June 30, 2017

Section 4. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No more than 49 percent of the persons serving on the Board of Directors 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 Director as Director; 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. **DIRECTORS TERM.** Each Director shall hold office for Two (2) years and until a successor Director has been designated and qualified.

Section 6. **NOMINATIONS BY COMMITTEE.** The President of the Board of Directors may appoint a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of Directors. 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 Directors 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 Director 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 Directors shall occur in the event of (a) the death or resignation of any Director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Director 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 Directors; or (d) the failure of the members, at any meeting of members at which any Director or Directors are to be elected, to elect the number of Directors required to be elected at such meeting; and (e) dis-enrollment from Literacy First Charter Schools of student or students of a parent serving on the Board of Directors.

Section 9. **RESIGNATION OF DIRECTORS.** Except as provided below, any Director 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 Director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 11. REMOVAL OF DIRECTORS. Any Director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors 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 director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by (1) the unanimous consent of the Directors then in office, (2) the affirmative vote of a majority of the Directors 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 Director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 15. TELECONFERENCE MEETINGS. Members of the Board of Directors 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 Directors 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 Directors 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 Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- 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 Directors 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.<sup>2</sup>

Section 16. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors 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).

The Board of Directors 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 Directors.

Section 17. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, 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 Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any

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<sup>1</sup> This means that members of the Board of Directors 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.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Vice-President, the Secretary, or any two Directors but may only be conducted if two-thirds of the Board of Directors 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 Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director 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 Directors 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 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 Directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the Directors 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 directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 21. ADJOURNMENT. A majority of the Directors 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 Directors 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. Directors may receive such compensation, if any, for their services as Directors or officers, and such reimbursement of expenses, as the Board of Directors 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 Directors then in office, may create one or more committees, each consisting of two or more Directors and no one who is not a Director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board of Directors may appoint one or more Directors 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 Directors resolution, except that no committee may:

- 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 Directors or any committee of the board;
- c. Fix compensation of the Directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repeatable;

- f. Create any other committees of the Board of Directors or appoint the members of committees of the board;



- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director 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 Directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors 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 Directors 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 Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF DIRECTORS.** No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** Literacy First Schools and the Board of Directors 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 Treasurer. 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 Treasurer 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 Directors 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 Directors 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 Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

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 Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairman of the Board of Directors 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 Directors 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 members meetings and, in the absence of the chairman of the board, or if none, at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors 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 Directors 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 Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, of committees of the board, and of members meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the number of members present or represented at members 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 members, of the board, and of committees of the Board of Directors 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 Directors or by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial 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 Financial Officer shall send or cause to be given to the members and Directors 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 Director at all reasonable times.

The Chief Financial 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 Directors may designate; (ii) disburse the corporation's funds as the Board of Directors 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 Financial 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 Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors 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 Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS**

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. The Corporation shall not enter into a contract or transaction in which a director 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 Directors are Directors have a material financial interest) unless all of the following apply:

- a. The Director 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 Directors meeting minutes.
- b. The director 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 director 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 Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors 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 Directors 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 LOANS TO DIRECTOR AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses of the corporation.

## **ARTICLE XI INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its Directors, 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 Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Directors 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 Directors shall authorize indemnification.

## **ARTICLE XII 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, Directors, employees, and other agents, to cover any liability asserted

against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

**ARTICLE XIII  
MAINTENANCE OF CORPORATE RECORDS**

- Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:
- 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 XV  
INSPECTION RIGHTS**

Section 1. DIRECTORS RIGHT TO INSPECT. Every Director 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 Director'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 Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Director's interest as a Director. Any such inspection and copying may be made in person or by the Director'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 Directors 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 Director, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

**ARTICLE XV  
REQUIRED REPORTS**

- Section 1. ANNUAL REPORTS. The Literacy First Board of Directors shall cause an annual report to be sent to the authorizing agency's Board of Directors 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 Directors, 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 Director and furnish to each Director 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 Director or officer of the corporation, its parent, or subsidiary (but mere common Directorship 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.

### **ARTICLE XVI BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors 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.

### **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Literacy First Charter Schools, , a California non-profit public benefit corporation; that these bylaws, consisting of \_\_\_\_\_ pages, are the bylaws of this corporation as adopted by the Board of Directors on \_\_\_\_\_; and that these bylaws have not been amended or modified since that date.

Executed on \_\_\_\_\_ at \_\_\_\_\_, California.

\_\_\_\_\_  
\_\_\_\_\_, Secretary

**APPENDIX M**  
*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 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 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 N**

## *Audit Report*

LITERACY FIRST CHARTER SCHOOL

SAN DIEGO COUNTY

EL CAJON, CALIFORNIA

FINANCIAL STATEMENTS AND  
SUPPLEMENTAL INFORMATION

YEAR ENDED JUNE 30, 2015

# LITERACY FIRST CHARTER SCHOOL

Financial Statements and Supplemental Information  
Year Ended June 30, 2015

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P. Robert Wilkinson, CPA  
Brian K. Hadley, CPA

Aubrey W. King, CPA  
Kevin A. Sproule, CPA

### **Independent Auditor's Report**

To the Board of Directors  
Literacy First Charter School  
El Cajon, California

#### **Report on 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, 2015, and the related statements of activities 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 School'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 School'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.

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## 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, 2015, 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.

## Other Matters

### *Supplementary and Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information, as required by the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel 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 October 22, 2015 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 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 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.

-W

*i Co.}U-P*

EI Cajon, California  
October 22, 2015

## FINANCIAL STATEMENTS

## LITERACY FIRST CHARTER SCHOOL

## Statement of Financial Position

June 30, 2015

ASSETS		
Current Assets		
Cash and cash equivalents		\$ 6,819,320
Investments		410,335
Accounts receivable		275,645
Prepaid expenditures		516,936
Total Current Assets		<u>8,022,236</u>
Noncurrent		
Assets		<u>5,357,221</u>
Capital assets, net		\$ 13,379,457
TOTAL ASSETS		
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable		\$ 270,213
Unearned revenue		277,753
Loan payable, current portion		125,000
Total Current Liabilities		<u>672,966</u>
Long Term		
Liabilities		<u>3,142,500</u>
Loan payable, less current portion		<u>3,142,500</u>
Total Long		<u>3,815,466</u>
Term Liabilities		
Liabilities		
Net Assets		
Unrestricted		9,455,373
Temporarily restricted		108,618
Total Net Assets		<u>9,563,991</u>
TOTAL LIABILITIES AND NET ASSETS		<u>\$ 13,379,457</u>

LITERACY First CHARTER SCHOOL  
Statement of Activities  
Year Ended June 30, 2015

	Unrestricted	Temporarily Restricted	Total
<b>REVENUE AND SUPPORT</b>			
Revenue			
LCFF State Aid	\$ 6,256,995	\$	\$ 6,256,995
Education Protection Account	2,200,655		2,200,655
Payments in lieu of property taxes	2,265,285		2,265,285
Federal revenue		61,926	61,926
Other state revenue	133,390	1,378,778	1,512,168
Interest	23,466		23,466
Other local revenue	362,324	490,189	852,513
<b>Total Revenues</b>	<b>11,242,115</b>	<b>1,930,893</b>	<b>13,173,008</b>
Net assets released from restrictions:			
Grant restrictions satisfied	2,135,017	(2,135,017)	
<b>TOTAL REVENUE AND SUPPORT</b>	<b>13,377,132</b>	<b>(204,124)</b>	<b>13,173,008</b>
<b>EXPENSES</b>			
Certificated salaries	5,538,767		5,538,767
Classified salaries	1,257,366		1,257,366
Taxes and employee benefits	1,676,690		1,676,690
Books and supplies	688,963		688,963
Rentals, leases and repairs	1,606,171		1,606,171
Other operating expenditures	1,165,915		1,165,915
Debt service interest	197,748		197,748
Depreciation and amortization expense	218,123		218,123
<b>TOTAL EXPENSES</b>	<b>12,349,743</b>		<b>12,349,743</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,027,389</b>	<b>(204,124)</b>	<b>823,265</b>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<b>8,427,984</b>	<b>312,742</b>	<b>8,740,726</b>
<b>NET ASSETS, END OF YEAR</b>	<b>\$ 9,455,373</b>	<b>\$ 108,618</b>	<b>\$ 9,563,991</b>

## LITERACY FIRST CHARTER SCHOOL

Statement of Cash Flows  
 Year Ended June 30,  
 2015

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## CASH FLOWS FROM OPERATING ACTIVITIES

Change in Net Assets	\$ 823,265	
Depreciation and amortization	218,123	
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
(Increase) Decrease resulting from changes in assets: Accounts receivable	,294,083	1
Prepaid expenses	36,602	1
Increase (Decrease) resulting from changes in liabilities:		
Accounts payable	(217,404)	
Unearned revenue	<u>(411,386)</u>	
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>1,843,283</u>	
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of capital assets	(709,060)	
Increase in investments	<u>(2,793)</u>	
NET CASH PROVIDED BY (USED IN) INVESTING ACTIVITIES	<u>(711,853)</u>	
CASH FLOWS FROM FINANCING ACTIVITIES		
Principal payments on loan payable	<u>(108,835)</u>	
NET CASH PROVIDED BY (USED IN) FINANCING ACTIVITIES	<u>(108,835)</u>	
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	1,022,595	
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	5,796,725	
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 6,819,320	

**LITERACY FIRST CHARTER SCHOOL**Notes to the Financial Statements Year Ended June 30, 2015

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**A. Organization and Summary of Significant Accounting Policies***Organization*

Literacy First Charter School (the "School") a nonprofit organization, was organized on November 30, 2000 in the State of California. The School's mission is to provide quality education to students in kindergarten through eighth grade. Literacy First Charter School was formed as a charter school pursuant to California Education Code Section 47600 under a charter agreement with the San Diego County Office of Education. The Charter expires June 30, 2016.

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 grades 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.

*Basis of Presentation*

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Accounting Standards Codification (ASC) No. 958, Financial Statements of Not-for-Profit Organizations. Under ASC No. 958, the School is required to report information regarding its financial position and activities according to three classes of net assets:

- Unrestricted net assets represent expendable funds available for operations, which are not otherwise limited by donor or grant restrictions.
- Temporarily restricted net assets consist of contributed funds or grants subject to donor or grant imposed restrictions contingent upon specific performance of a future event or a specific passage of time before the School may spend the funds.
- Permanently restricted net assets are subject to irrevocable donor restrictions requiring that the assets be maintained in perpetuity usually for the purpose of generating investment income to fund current operations.

The School had no permanently restricted net assets during the year.

*Use of Estimates*

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.



**LITERACY FIRST CHARTER SCHOOL**Notes to the Financial Statements, Continued Year Ended June 30, 2015

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*Cash and Cash Equivalents*

For the purposes of the statement of cash flows, the School considers all highly liquid debt equity instruments purchased with an original maturity of three months or less to be cash equivalents.

*Investments*

The School's method of accounting for investments, in accordance with generally accepted accounting principles, is the fair value method. Fair value is determined by published quotes. Changes in fair value of investments results in increases or decreases in unrealized fair values of equity investments. Adjustments to fair values are reflected as unrealized gain/loss on investments in the accompanying statement of activities.

*Accounts Receivable*

Accounts receivable arise in the normal course of operations. It is the policy of management to review the outstanding accounts receivable at year end, as well as bad debt write-offs experienced in the past, and establish an allowance for doubtful accounts for uncollectible amounts. No allowance was considered necessary as management believes that all amounts are collectible.

*Capital Assets*

Property and equipment are recorded at cost, or estimated fair value at the date of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the accounts in the year of disposal, and any resulting gain or loss is included in the School's earnings. Management has elected to capitalize and depreciate all assets costing \$5,000 or more; all other assets are charged to expense in the year incurred. The School's policy is to evaluate the remaining lives and recoverability in light of the current conditions. It is reasonably possible that the School's estimate to recover the carrying amount of the property and equipment will change. Estimated useful lives range from three to fifty years depending on the asset.

*Unearned Revenue*

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition or when resources are received by the School prior to the School meeting the requirements for legal claim to the resources.

In subsequent periods, when both revenue recognition criteria are met or when the School has legal claim to the resources, the liability for unearned revenue is removed from the statement of financial position and revenue is recognized.

LITERACY FIRST CHARTER SCHOOL  
Notes to the Financial Statements, Continued Year Ended June 30, 2015

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*Revenue Recognition*

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any restrictions.

All donor or grant restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

*Contributed Materials and Services*

Contributed materials are recorded at their fair market value where an objective basis is available to measure their value. Such items are capitalized or charged to operations as appropriate. The School receives services donated by volunteers in carrying out the School's operations. The services do not meet the criteria as contributions and are, therefore, not recognized in the financial statements.

*Donated Property and Equipment*

Donations of property and equipment are recorded as contributions at their estimated fair value at the date of donation. Such donations are reported as increases in unrestricted net assets unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contribution of cash that must be used to acquire property and equipment are reported as restricted contributions. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies temporarily restricted net assets to unrestricted net assets at that time.

*LCFF Revenues and Payments in Lieu of Property Taxes*

The School's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the School's average daily attendance (ADA) as reported at the Second Principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the School, which is funding in lieu of property taxes and education protection account funds paid by the state under proposition 30. The remaining balance is paid from the state General Fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 81% of the school's revenue. The School is not at risk of losing these funding sources, as long as the school maintains a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

*Advertising*

Advertising costs are expensed when incurred.

**LITERACY FIRST CHARTER SCHOOL**Notes to the Financial Statements, Continued Year Ended June 30, 2015

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*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, 2015, 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, 2015.

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.

*Subsequent Events*

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 22, 2015, the date the financial statements were available to be issued.

**B. Cash and Cash Equivalents***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 (\$6,619,807 as of June 30, 2015). 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 in Bank*

The remainder of the School's cash (\$199,513 as of June 30, 2015) is held in financial institutions which are either insured by the Federal Deposit Insurance Corporation (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, 2015, the School did not have any cash that was exposed to uninsured deposit risk.

**LITERACY FIRST CHARTER SCHOOL**

Notes to the Financial Statements, Continued Year Ended June 30, 2015

**C. Investments**

Investments, carried at fair value at June 30, 2015 and held on behalf of the School, are presented below, categorized separately to give an indication of the level of risk associated with each investment:

	Category			Fair Value
	1	2	3	
Commercial paper compound market sweep	\$ 410,335	\$	\$	\$ 410,335

Category 1: Insured or registered, or securities held by the School or its agent in the School's name.

Category 2: Uninsured and unregistered, with securities held by the counter party's trust department or agent in the School's name.

Category 3: Uninsured and unregistered, with securities held by the county party, or by its trust department or agent but not in the School's name.

**D. Accounts Receivable**

As of June 30, 2015 accounts receivable consisted of:

Federal Government:	
Federal Grants	\$ 51,184
State Government:	
Lottery Revenue	136,122
State Grants	80,220
Other State Grants	1,693
Local Sources:	
Interest	6,030
Other Local Sources	396
Total Accounts Receivable	\$ 275,645

**LITERACY FIRST CHARTER SCHOOL**

Notes to the Financial Statements, Continued Year Ended June 30, 2015

**E. Capital Assets**

As of June 30, 2015 capital assets consisted of:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Land	\$	\$ 320,000	\$	\$ 320,000
Land improvements	4,800	132,052		136,852
Buildings and improvements	5,556,841	225,804		5,782,645
Capital Leases	258,132			258,132
Leasehold improvements	15,975			15,975
Furniture	7,980			7,980
Equipment	<u>109,498</u>	<u>18,048</u>		<u>127,546</u>
Total capital assets	5,953,226	695,904		6,649,130
Less accumulated depreciation	<u>(1,086,942)</u>	<u>(204,967)</u>		<u>(1,291,909)</u>
Capital assets, net	\$4,866,284	\$ 490,937	<u>\$</u>	\$5,357,221

**F. Accounts Payable**

As of June 30, 2015 accounts payable consisted of:

	<u>Accounts Payable</u>
Vendors payable	\$ 266,020
Other liabilities	<u>4,193</u>
Total Accounts Payable	<u>\$ 270,213</u>

**G. Unearned Revenue**

As of June 30, 2015 unearned revenue consisted of:

Charter School Facilities Grant	<u>\$ 277,753</u>
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## LITERACY FIRST CHARTER SCHOOL

Notes to the Financial Statements, Continued Year Ended June 30, 2015

## H. Lease Revenue Bond

In September 2010 the School 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 educational facilities located at 698 W. Main Street, El Cajon, California and operated as a campus of Literacy First Charter School. The bonds mature as follows:

<u>Bond Component</u>	<u>Rate</u>	<u>Amount</u>	<u>Maturity Date</u>
Taxable Term Bonds	6.0%	\$ 125,000	September 1, 2015
2022 Tax-exempt Term Bonds	5.5%	\$ 1,070,000	September 1, 2022
2030 Tax-exempt Term Bonds	6.0%	\$ 2,072,500	September 1, 2030

At June 30, 2015 the amount due \$3,267,500. Repayment of the bonds is as follows:

<u>Year Ended</u> <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2016	\$ 125,000	\$ 190,698	\$ 315,698
2017	133,750	183,684	317,434
2018	142,500	176,334	318,834
2019	148,748	168,495	317,243
2020	157,502	160,317	317,819
2021-2025	932,500	658,737	1,591,237
2026-2030	1,477,500	344,100	1,821,600
2031	<u>150,000</u>	<u>16,000</u>	<u>166,000</u>
Total	<u>\$ 3,267,500</u>	<u>\$ 1,898,365</u>	<u>\$ 5,165,865</u>

## I. 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 requirements for capitalization. As such, the leases have not been recorded on the statement of financial position.

## LITERACY FIRST CHARTER SCHOOL

## Notes to the Financial Statements, Continued Year Ended June 30, 2015

Future minimum lease payments under the agreements are as follows:

Year Ended June 30,	Lease Payments
2016	\$ 819,921
2017	842,357
2018	863,031
2019	872,889
2020	537,026
2021	<u>553,138</u>
Total	<u>\$ 4,488,362</u>

## J. Functional Expenses

As of June 30, 2015 functional expenses consisted of:

	Program Services	Management and General	Total
Salaries and wages	\$ 5,538,766	\$ 1,257,367	\$ 6,796,133
Pension plan accruals and contributions	694,027	239,054	933,081
Other employee benefits and taxes	696,810	46,799	743,609
Consultants	646,122	161,530	807,652
Communications	93,222	23,305	116,527
Books and supplies	551,170	137,792	688,962
Operations/Housekeeping	245,022	61,255	306,277
Dues and memberships		13,923	13,923
Travel, conferences, and conventions	55,333	13,833	69,166
Future interest		197,748	197,748
Rents, leases, and repairs	1,126,738	281,685	1,408,423
Depreciation		204,967	204,967
Insurance	39,087	9,773	48,860
Other operating expenses	1,259		1,259
Amortization		<u>13,156</u>	<u>13,156</u>
Total Expenses	<u>\$ 9,687,556</u>	<u>\$ 2,662,187</u>	<u>\$ 12,349,743</u>



## LITERACY FIRST CHARTER SCHOOL

## Notes to the Financial Statements, Continued Year Ended June 30, 2015

## K. Commitments and Contingencies

*State and Federal Allowances, Awards, and Grants*

The School has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement will not be material. As a result, no liability has been accrued.

*Sick Leave*

Sick leave is accumulated without limit for each employee at the rate of one day for each month worked. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulate sick leave. Employees, therefore, are never paid for any sick leave balance at termination of employment or any other time. Therefore, it is not appropriate to accrue the value of the accumulated sick leave.

## L. 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 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 School chooses to stop participating in some of its multi-employer plans, the School may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The School's participation in these plans for the fiscal year ended June 30, 2015, 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 2015 and 2014 is for the plan's year-end at June 30, 2014 and June 30, 2013, 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. Finally, the number of employees covered by the School's multiemployer plans increased by 12.3% from 2014 to 2015, affecting the period-to-period comparability of the contributions for years 2014 and 2015. The significant increase in covered employees corresponded to an increase in overall business. There have been no significant changes that affect the comparability of the 2013 and 2014 contributions.

**LITERACY First CHARTER SCHOOL****Notes to the Financial Statements, Continued Year Ended June 30, 2015**

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act/Zone Status		FIP/RP Status Pending/ Implemented	Contributions of School Year Fnded June 30			Number of Employees Participating	Surcharge Imposed
		Year Fnded June 30			2015	2014	2013		
		2015	2014						
CalSTRS	37012	Yellow	Yellow	No	\$479,891	\$389,316	\$365,765	97	No
CalPERS	5817850904	Green	Yellow	No	\$131,663	\$112,039	\$87,379	40	No

**CalSTRS:**

The School contributes to the 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 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, 2015 active plan members were required to contribute 8.15% of their salary and the employer contribution rate was 8.88% 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, 2015 the State contributed \$783,585 on behalf of the School.

**CalPERS:**

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries.

Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Active plan members are required to contribute 7% 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 rates for fiscal year 2014-15 were 11.7% of salaries. The School made contributions as noted above.

**LITERACY FIRST CHARTER SCHOOL**Notes to the Financial Statements, Continued Year Ended June 30, 2015

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**M. Temporarily Restricted Ending Net Assets**

Temporarily restricted ending net assets consisted of restricted grants which have not yet been fully expended. Once the funds have been expended for an allowable purpose, they will be reclassified to unrestricted net assets. As of June 30, 2015 temporarily net assets consisted of:

California Clean Energy Grant	\$	108,618
Common Core Implementation Grant		<u>204,124</u>
Total Temporarily Restricted Net Assets	\$	<u>312,742</u>

SUPPLEMENTAL INFORMATION

**LITERACY FIRST CHARTER SCHOOL**

Organization Structure  
 Year Ended June 30, 2015

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Literacy 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**

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<b>Name</b>	<b>Office</b>	<b>Term and Term Expiration</b>
Larry Kincaid	President	Permanent
Sal Campos	Vice President	Permanent
Lori Ague	Secretary Treasurer	Permanent
Lorri Briggs	Trustee	Permanent
Mark Ferguson	Trustee	Permanent
Richard Willis	Trustee	Permanent
Brent Watson	Trustee	SDCOE Representative

**ADMINISTRATION**

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Debbie Beyer  
 Executive Director

Jerry Keough  
 Financial Officer

**LITERACY FIRST CHARTER SCHOOL**  
 Schedule of Average Daily Attendance

Year Ended June 30, 2015

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\Classroom Based Attendance:

	<u>Second Period Report</u> <u>Annual Report</u>			
	<u>Original</u>	<u>Revised</u>	<u>Original</u>	<u>Revised</u>
Grades K-3	592.45	<i>NIA</i>	582.04	<i>NIA</i>
Grades 4-6	406.03	<i>NIA</i>	399.76	<i>NIA</i>
Grades 7-8	235.06	<i>NIA</i>	232.22	<i>NIA</i>
Grades 9-12	<u>299.85</u>	<i>NIA</i>	<u>280.33</u>	<i>NIA</i>
Total Classroom Based Attendance	<u>1,533.39</u>	<i>NIA</i>	<u>1,494.35</u>	<i>NIA</i>
 Total Attendance	 <u>1,533.39</u>	 <i>NIA</i>	 <u>1,494.35</u>	 <i>NIA</i>

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

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

**LITERACY First CHARTER SCHOOL**  
 Schedule of Instructional Time  
 Year Ended June 30, 2015

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<u>Grade Level</u>	<u>Minutes Requirement</u>	<u>2014-15 Actual Minutes</u>	<u>Number of Traditional Days</u>	<u>Status</u>
Kindergarten	34,971	36,000	180	Complied
Grade 1	48,960	62,875	180	Complied
Grade 2	48,960	62,875	180	Complied
Grade 3	48,960	62,875	180	Complied
Grade 4	52,457	62,875	180	Complied
Grade 5	52,457	62,875	180	Complied
Grade 6	52,457	62,875	180	Complied
Grade 7	52,457	63,900	180	Complied
Grade 8	52,457	63,900	180	Complied
Grade 9	62,949	65,380	180	Complied
Grade 10	62,949	65,380	180	Complied
Grade 11	62,949	65,380	180	Complied
Grade 12	62,949	65,380	180	Complied

The School receives incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. 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 charter school neither met nor exceeded its target funding.



**LITERACY FIRST CHARTER SCHOOL**  
 Schedule of Financial Trends and Analysis  
 Year Ended June 30, 2015

	Budget				
	2016	2015	2014	2013	2012
Revenues	\$14,499,626	\$13,173,008	\$13,044,592	\$11,061,549	\$8,676,867
Expenses	13,811,616	12,349,743	10,964,594	10,006,002	8,292,357
Change in Net Assets	688,010	823,265	2,079,998	1,055,547	384,510
Ending Net Assets	\$10,252,001	\$9,563,991	\$8,977,221	\$6,897,223	\$5,824,549
Unrestricted Net Assets	\$10,252,001	\$9,251,249	\$8,644,479	\$6,897,223	\$5,824,549
Unrestricted net assets as a percentage of total expenses	74%	75%	79%	69%	70%
Total Long Term Debt	\$3,142,500	\$3,267,500	\$3,267,500	\$3,376,250	\$3,480,000
Average Daily Attendance at P2	1,545	1,533	1,513	1,478	1,180

Note 1: Budget information for 2016 is presented for analysis purposes only and is based on estimates of the 2015-16 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.

**LITERACY FIRST CHARTER SCHOOL**

## Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

Year Ended June 30 2015

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June 30, 2015 annual financial alternative form net assets	\$ 9,801,167
Adjustments and reclassifications:	
Understatement of depreciation and amortization	(218,123)
Overstatement of cash	<u>(19,053)</u>
Total adjustments and reclassifications	<u>(237,176)</u>
June 30, 2015 audited financial statement net assets	\$ 9,563,991

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Form to the net assets reported in the audited financial statements.

OTHER INDEPENDENT AUDITORS' REPORTS

**WILKINSON HADLEY**  
**KING & Co. LLP**  
 C P A S   A N D   A D V I S O R S

P. Robert Wilkinson, CPA  
 Brian K. Hadley, CPA

Aubrey W. King, CPA  
 Kevin A. Sproule, 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  
 El Cajon, 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, 2015, 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 October 22, 2015.

**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 School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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

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 Tel. (619) 510-588-8729      Fax (619) 447-6707

### **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*.

### **Purpose of this Report**

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

El Cajon, California October 22, 2015



P. Robert Wilkinson, CPA  
Brian K. Hadley, CPA

Aubrey W. King, CPA  
Kevin A. Sproule, CPA

## Independent Auditor's Report on State Compliance

To the Board of Directors  
Literacy First Charter School  
El Cajon, California

### Report on State Compliance

We have audited the School's compliance with the types of compliance requirements described in the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, 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, 2015.

### 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 *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* published by the Education Audit Appeals Panel. 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 *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* published by the Education Audit Appeals Panel. 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 the 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 School's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the state laws and regulations applicable to the following items:

Description	Reference in Audit Guide	Procedures Performed
<b>Local Education Agencies Other Than Charter Schools</b>		
	<b>A</b>	<b>NIA</b>
	B	NIA
Attendance	<b>C</b>	NIA
Teacher Certification and Misassignments	<b>D</b>	<b>NIA</b>
Kindergarten Continuance	E	NIA
Independent Study	F	NIA
Continuation Education	G	NIA
Instructional Time	H	NIA
Instructional Materials	I	NIA
Ratio of Administrative Employees to Teachers	J	NIA
Classroom Teacher Salaries	K	NIA
Early Retirement Incentive	L	NIA
Gann Limit Calculation	M	NIA
School Accountability Report Card	N	NIA
Juvenile Court Schools	O	NIA
Middle or Early College High Schools	P	NIA
K-3 Grade Span Adjustment		
Transportation Maintenance of Effort	<b>Q</b>	<b>NIA</b>
Regional Occupational Centers/Programs	R	NIA
Maintenance of Effort		
Adult Education Maintenance of Effort	S	Yes
<b>School Districts, County Offices of Education and Charter Schools</b>		
	T	NIA
	U	Yes
	V	Yes
California Clean Energy Jobs Act	<b>W</b>	Yes
After School Education and Safety Program	<b>X</b>	Yes
Proper Expenditure of Education Protection Account Funds		
Common Core Implementation Funds		
Unduplicated Local Control Funding Formula Pupil Counts	y	Yes
Local Control and Accountability Plan	Z	Yes
<b>Charter Schools</b>		
	AA	NIA
	BB	NIA
	<b>CC</b>	Yes
Attendance	DD	Yes
Mode of Instruction		
Non Classroom-Based Instruction/Independent Study		
Determination of Funding for Nonclassroom Based Instruction		
Annual Instructional Minutes -Classroom Based		
Charter School Facility Grant Program		

The term *NIA* 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.

**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, 2015.

**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 *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

-W

El Cajon  
California

October 22, 2015



FINDINGS AND RECOMMENDATIONS

## LITERACY First CHARTER SCHOOL

Schedule of Auditor's Results

Year Ended June 30, 2015

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### FINANCIAL STATEMENTS

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Yes    X    No

One or more material weakness(es) identified?

Yes    X    No

One or more significant deficiencies identified that are not considered material weakness(es)?

Yes    X    No

Noncompliance material to financial statements noted?

### STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with *Standards and Procedures for Audits of California K-12 Local Education Agencies*?

Yes    X    No

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

Unmodified

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**LITERACY FIRST CHARTER SCHOOL**

Schedule of Findings and Questioned Costs  
Year Ended June 30, 2015

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A. Financial Statement Findings

None

B. State Award Findings

None

**LITERACY FIRST CHARTER SCHOOL**  
Schedule of Prior Year Audit Finding

Year Ended June 30 2015

Finding/Recommendation

There were no findings reported in the prior year audit.

Current Status

NIA

Management's Explanation if

Not Implemented

NIA

FINDINGS AND RECOMMENDATIONS

## LITERACY FIRST CHARTER SCHOOL

Schedule of Auditor's Results

Year Ended June 30, 2015

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### FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>		
Internal control over financial reporting:	Yes	X	No
One or more material weakness(es) identified?	Yes	X	No
One or more significant deficiencies identified that are not considered material weakness(es)?	Yes	X	No
Noncompliance material to financial statements noted?	Yes	X	No

### STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with *Standards and Procedures for Audits of California K-12 Local Education Agencies*?

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

**LITERACY FIRST CHARTER SCHOOL**

Schedule of Findings and Questioned Costs  
Year Ended June 30, 2015

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C. Financial Statement Findings

None

D. State Award Findings

None

**LITERACY FIRST CHARTER SCHOOL**  
Schedule of Prior Year Audit Findings

Year Ended June 30 2015

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Finding/Recommendation

There were no findings reported in the prior year audit.

Current Status

*N/A*

Management's Explanation if

Not Implemented

*N/A*