



# Literacy First Charter Schools

## Literacy First Charter School Board of Trustees

### Regular Board Meeting

Published on August 5, 2022 at 2:01 PM PDT  
Amended on August 5, 2022 at 4:18 PM PDT

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#### **Date and Time**

Wednesday August 10, 2022 at 5:00 PM PDT

#### **Location**

698 W Main Street  
El Cajon, CA 92020

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To access this meeting remotely, please use the information below.

#### Join Zoom Meeting

[https://us02web.zoom.us/j/82487661506?](https://us02web.zoom.us/j/82487661506?pwd=dUR2SjlGWUJXczE4cmRibW83c2lEdz09)  
[pwd=dUR2SjlGWUJXczE4cmRibW83c2lEdz09](https://us02web.zoom.us/j/82487661506?pwd=dUR2SjlGWUJXczE4cmRibW83c2lEdz09)  
Meeting ID: 824 8766 1506  
Passcode: 1F05ES

#### One tap mobile

+16694449171,,82487661506#,,,,\*584190# US  
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 Meeting ID: 824 8766 1506  
 Passcode: 584190  
 Find your local number: <https://us02web.zoom.us/j/82487661506>

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Flag Salute			5 m
D. Approve Minutes From June 23, 2022	Approve Minutes	Lisa Amorteguy	1 m
E. Approve Current Agenda	Vote		
F. Public Comment on Agenda Items			5 m
G. Public Comment on Non-Agenda Items			5 m
<b>II. Executive Director's Report</b>			<b>5:17 PM</b>
A. School events, program, and staffing update Board hosted breakfast on August 23.	FYI	Debbie Beyer	5 m
<b>III. Chief Business Officer's Report</b>			<b>5:22 PM</b>
A. 2021-22 Financial Report as of June 30, 2022 CBO will present the school's financials as of June 30, 2022. These will not be actuals as June 30 is the end of the fiscal year and it takes until late August to close the books on the prior fiscal year.	FYI	Steve Robinson	5 m

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>B. 2022-23 Budget Revisions</b>	Vote	Steve Robinson	

Since the state's final budget increased the Local Control Funding Formula revenue by 6.56% over the May Revise level upon which we built our Adopted Budget, the CBO recommends the board approved the Revised Budget that includes this revenue increase. As previously discussed, this 6.56% COLA is being spent on a 5% COLA for all salary schedules. The 5% increase in salaries and benefits accounts for 90% of this 6.56% COLA.

<b>C. Facilities Update</b>	Discuss	Steve Robinson	5 m
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**LCHS Alpine:** The roof on the MPR is done and the cost credited toward our first month's rent. Interior and exterior painting is completed. A concrete courtyard has been poured. The security system, phone system, intercom system, and internet network connection has been installed. The fire alarm has been tested. The trees have been trimmed, the irrigation system is being fixed, and the landscaping is being completed. All LCHS belongings have been moved from Lemon Grove to Alpine.

**Junior Academy:** Roof work completed on July 11. The cross removal was completed on June 29. The field has been reseeded and Legacy bricks installed. The WiFi network has been upgraded. We are still waiting on the screens in the auditorium to be installed.

**Primary Academy:** Classroom roof repairs should be completed this week.

**Liberty Academy:** Playground repair and shade replacement is scheduled for this week.

<b>D. Update on SOS lawsuits</b>	FYI	Steve Robinson	5 m
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On May 27, a status conference was held with the judge where SOS and SDCOE/LFCS agreed to a stipulation staying any action until a status conference on September 30, 2022. Regarding the case v. San Diego County Board of Supervisors, the appellate hearing occurred on July 14, 2022. The judge disagreed with the trial judge's decision and has sent the case back to the trial judge for further litigation.

<b>E. Contracts / Large Purchases Notifications</b>	FYI	Steve Robinson	
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The CBO would like to inform the board of the following large purchases and executed contracts in the last 30 days:

	Purpose	Presenter	Time
American Made Logistics:	At the Junior Academy brick wall and railing repair, PE shed door repair, second story stairs and deck repair, legacy brick walk, cross removal:		
			\$20,630.
Teldata:	LCHS phone and intercom installation at LCHS Alpine:		
			\$7,322
CLS Security Electronics:	Installation of security alarm at LCHS Alpine:		
			\$8,938
Zerorez carpet cleaning:	All campuses:		
			\$22,886
Wise Roofing:	JA MPR building roof replacement:		
			\$45,904 (COVID funds approved for this)
SchoolLockers.com:	Lockers for LCHS Alpine:		
			\$10,528.
Dan Morrin:	Alpine Tenant Improvement:		
			\$417,702 paid to date
McGriff:	Indemnity bond for SOS v. San Diego County Board of Supervisors case:		
			\$7,500 annual fee
Lynn's Locksmith:	Alpine locks and keys:		
			\$9,895
San Diego Moving:	Moved LCHS items from Lemon Grove to Alpine:		
			\$18,402 (it took twice as long as projected)
Kniffing:	Landscaping for LCHS Alpine:		
			\$21,504
PMC Landscape Service:	Irrigation system at LCHS Alpine:		
			\$10,800
Ready Play:	Playground repairs at the LA:		
			\$6,775
Royal Cleaning Services:	Strip and wax tile floors at all four campuses:		
			\$27,170

<b>F.</b>	Approve updated salary schedules	Vote	Steve Robinson	5 m
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The CBO recommends the board approve the updated 2022-23 LFCS salary schedules. Due to the state's adopted budget increasing the LCFF base grant by a COLA of 6.56%, all of the previously approved salary schedules have been increased by a COLA of 5%.

<b>G.</b>	2022-23 LFCS Independent Study Board Policy	Vote	Steve Robinson	5 m
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	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
	<p>The CBO recommends the board approve the 2022-23 LFCS Independent Study Board Policy. It mirrors the 2021-22 policy but adds language related to SPED students, the timeline for signing master contracts, exemptions for tiered reengagement and synchronous instruction, and the timeline for tiered reengagement.</p>		

<b>H. 2022-23 LFCS Homeless Education Policy</b>	Vote	Steve Robinson	5 m
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The CBO recommends the board approve the 2022-23 LFCS Homeless Education Policy. Having this policy board approved is a condition of receiving Title I funds.

<b>I. Title I Application</b>	Vote	Steve Robinson	5 m
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The CBO recommends the board approve the schools' 2022-23 Title I application. We plan to use the funds to pay for summer school staff and program and our intervention staff and program. The school should be awarded about \$300,000 with 15% of it able to carry over to 2023-24 if necessary.

**IV. Governance 5:57 PM**

<b>A. Board Protocols</b>	Discuss	Priscilla Schreiber	5 m
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<b>B. Committee Assignments</b>	Discuss	Priscilla Schreiber	5 m
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<b>C. Executive Director, CBO, Board Evaluations</b>	Discuss	Priscilla Schreiber	
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**V. Closed Session 6:07 PM**

<b>A. Enter Closed Session</b>	Vote		5 m
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<b>B. Real Estate Matters</b>	Discuss		5 m
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<b>C. Interview a Board Candidate</b>	Discuss	Priscilla Schreiber	
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<b>D. Adjourn Closed Session</b>	Vote		5 m
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**VI. Closing Items 6:22 PM**

<b>A. Adjourn Meeting</b>	Vote		
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# Coversheet

## Approve Minutes From June 23, 2022

**Section:** I. Opening Items  
**Item:** D. Approve Minutes From June 23, 2022  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Literacy First Charter School Board of Trustees on June 23, 2022

APPROVED



## Literacy First Charter Schools

### Minutes

Literacy First Charter School Board of Trustees

Special Board Meeting

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#### **Date and Time**

Thursday June 23, 2022 at 12:00 PM

#### **Location**

1012 E Bradley Ave  
El Cajon, CA 92021

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Please contact Steve Robinson by phone 619.442.5197 or by email [steve.robinson@lfcsinc.org](mailto:steve.robinson@lfcsinc.org) to request any disability related access to this board meeting.

Documents related to this meeting are available on line at <https://www.lfcsinc.org/> by following the "LFCS Board of Trustees Meeting Agendas" link, in hard copy form at the on site meeting location of 1012 E Bradley Ave El Cajon, CA 92021, or by emailing Steve Robinson at [steve.robinson@lfcsinc.org](mailto:steve.robinson@lfcsinc.org).

To access this meeting remotely please follow the information below.

#### **Join Zoom Meeting**

<https://us02web.zoom.us/j/86874268002?pwd=OFI5NmZ1bE5FRHNKMEY0WTZWUlpKQT09>

Meeting ID: 868 7426 8002

Passcode: 9t8DQ0

**Trustees Present**

J. Lewis, K. Evans (remote), L. Razooky, P. Schreiber

**Trustees Absent**

*None*

**Guests Present**

L. Amorteguy, S. Robinson

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**I. Opening Items**

**A. Record Attendance**

**B. Call the Meeting to Order**

P. Schreiber called a meeting of the board of trustees of Literacy First Charter Schools to order on Thursday Jun 23, 2022 at 11:58 AM.

**C. Flag Salute**

**D. Approve Minutes From June 8, 2022**

L. Razooky made a motion to Approve the minutes from June 8th 2022 board meeting Literacy First Charter School Board of Trustees on 06-08-22.

J. Lewis seconded the motion.

The board **VOTED** unanimously to approve the motion.

**E. Approve Current Agenda**

K. Evans made a motion to Approve current agenda.

J. Lewis seconded the motion.

The board **VOTED** unanimously to approve the motion.

**F. Public Comment on Agenda Items**

None

**G. Public Comment on Non-Agenda Items**

**II. Chief Business Officer's Report**

**A. Approve contracts for JA field expansion and asphalt repair, sealing, painting.**

Approval for contracts for JA field expansion and asphalt repair, sealing, painting on hold until August Board meeting August 10th.

Steve Robinson discussed updated salary schedules for playground and day care.

Salary schedule will be amended with increase in state mandated increase for playground and day care staff and hourly office staff. Maintenance salary



schedule changed to a 2% COLA as did counselor staff and speech and Language staff changed at range 50.

Final LFCS Newsletter went out including 2022/23 school year calendar. High School graduation is Saturday at 11:00.

### **III. Governance**

#### **A. Board on Track Contract**

K. Evans made a motion to Approve Board on Track contract for professional development.

J. Lewis seconded the motion.

The board **VOTED** unanimously to approve the motion.

### **IV. Closing Items**

#### **A. Adjourn Meeting**

L. Razoogy made a motion to Adjourn at 12:06.

J. Lewis seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:06 PM.

Respectfully Submitted,  
S. Robinson

# Coversheet

## 2022-23 Budget Revisions

<b>Section:</b>	III. Chief Business Officer's Report
<b>Item:</b>	B. 2022-23 Budget Revisions
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2022-23 SDCOE Budget Adoption Letter to LFCS.pdf

San Diego County Office of Education **Main Campus**

6401 Linda Vista Road, San Diego, CA 92111

858-292-3500 | www.sdcoe.net

August 1, 2022

Literacy First Charter School  
Debbie Beyer, Executive Director  
799 East Washington Avenue  
El Cajon, CA 92020

Dear Ms. Beyer:

Re: 2022-23 Budget Adoption Report

Our office has completed its review of Literacy First Charter School's Budget Adoption Report in compliance with the provisions of Education Code Section 47604.33 et seq. The charter school's Budget Adoption Report has been analyzed in the context of the 2022-23 Governor's May Revision and 2022-23 State Budget Act.

In accordance with the provisions of Education Code Section 47604.33, as the chartering authority of the charter school, the San Diego County Superintendent of Schools has assessed the fiscal condition of the charter school and believes Literacy First Charter School will meet all its financial obligations for the current and two subsequent fiscal years based on the financial reports at this time.

### **Local Control Accountability Plan (LCAP)**

Our office has received a copy of the charter school's Local Control Accountability Plan (LCAP), LCAP Supplement to the Annual Update and Budget Overview for Parents. Additionally, a copy of the LCAP, LCAP Supplement to the Annual Update and Budget Overview for Parents is posted on the charter school's website.

### **Financial Status in 2022-23**

#### **Attendance and Enrollment**

Literacy First Charter School is projecting an increase in enrollment from 2021-22 to 2022-23 of 7.51% to 2,103 students. The charter school's average daily attendance (ADA) is projected to be 1997.85 in 2022-23 with an enrollment to ADA ratio of 95.0%. The two subsequent years project flat enrollment with no increase in ADA or change to the enrollment to ADA ratio.

San Diego County Superintendent of Schools **Dr. Paul Gothold**

San Diego County Board of Education

Paulette Donnellon

Guadalupe González

Alicia Muñoz

Gregg Robinson

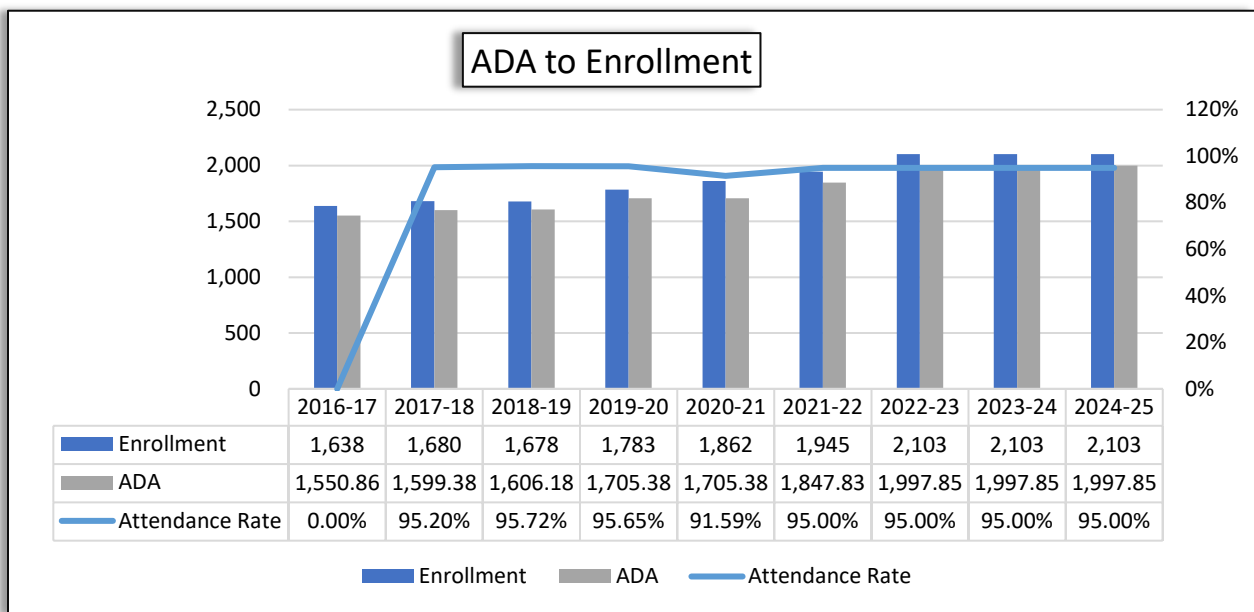
Rick Shea

Aug. 1, 2022  
 Literacy First Charter School  
 Page 2 of 5

The memorandum of understanding (MOU) between Literacy First Charter School and the San Diego County Office of Education (SDCOE) states that a material revision is required if the charter school has a 25% increase or decrease of the enrollment projected in the charter petition. Based on the charter school’s projections, a material revision will not be needed.

Historical enrollment and attendance figures, as well as the assumptions included in the district’s multiyear projection, are presented in the chart below.

*Note: The graph reflects the hold harmless prior year ADA in 2020-21.*



**Deficit Spending / Ending Fund Balance / Reserve for Economic Uncertainties**

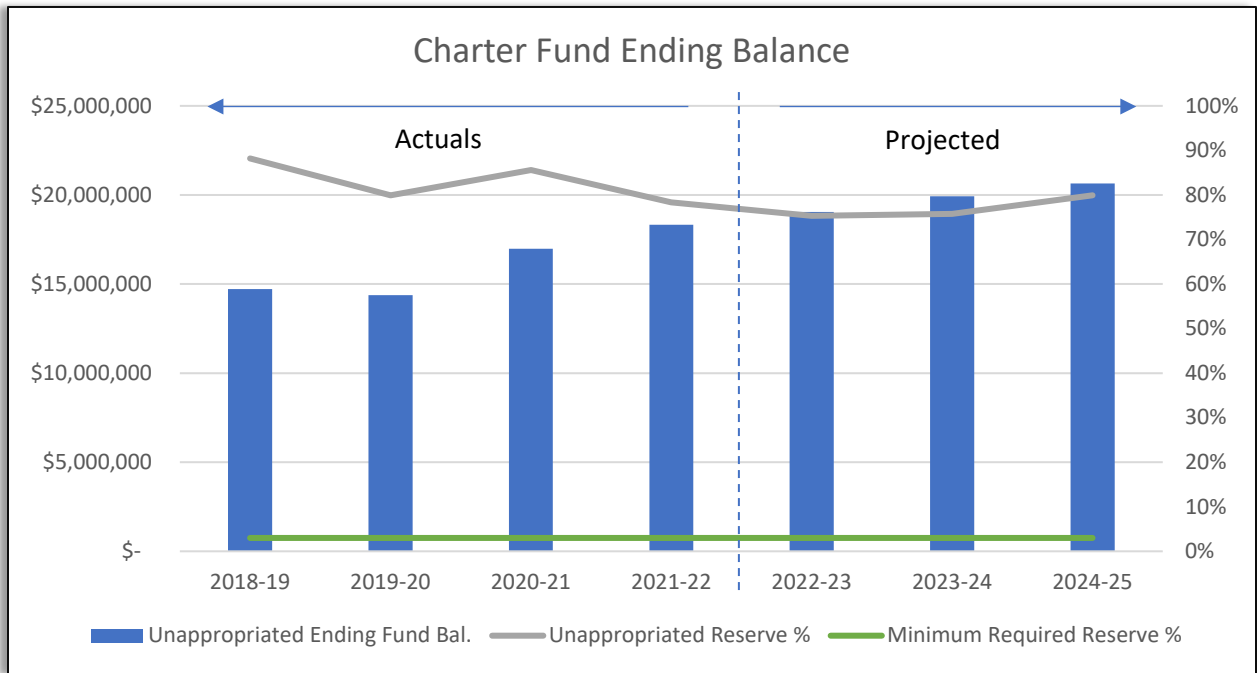
The 2022-23 Adopted Budget projects the following impacts to the unrestricted general fund:

Fiscal Year	Surplus/(Deficit)	Ending Fund Balance	Reserve for Economic Uncertainties (Ending Fund Balance/Total Expenditures)
2022-23	\$2.17 million	\$19.05 million	75.31%
2023-24	\$882,717	\$19.93 million	75.79%
2024-25	\$716,747	\$20.65 million	79.91%

Aug. 1, 2022  
 Literacy First Charter School  
 Page 3 of 5

The San Diego County Office of Education requires the charter school to maintain a Reserve for Economic Uncertainties (REU) equal to 3% of expenditures. The charter school projects that it will meet this requirement in 2022-23 and beyond.

The following chart displays the district’s ending fund balance and REU from fiscal year 2018-19 through the projection period.



**Multi-Year Projection**

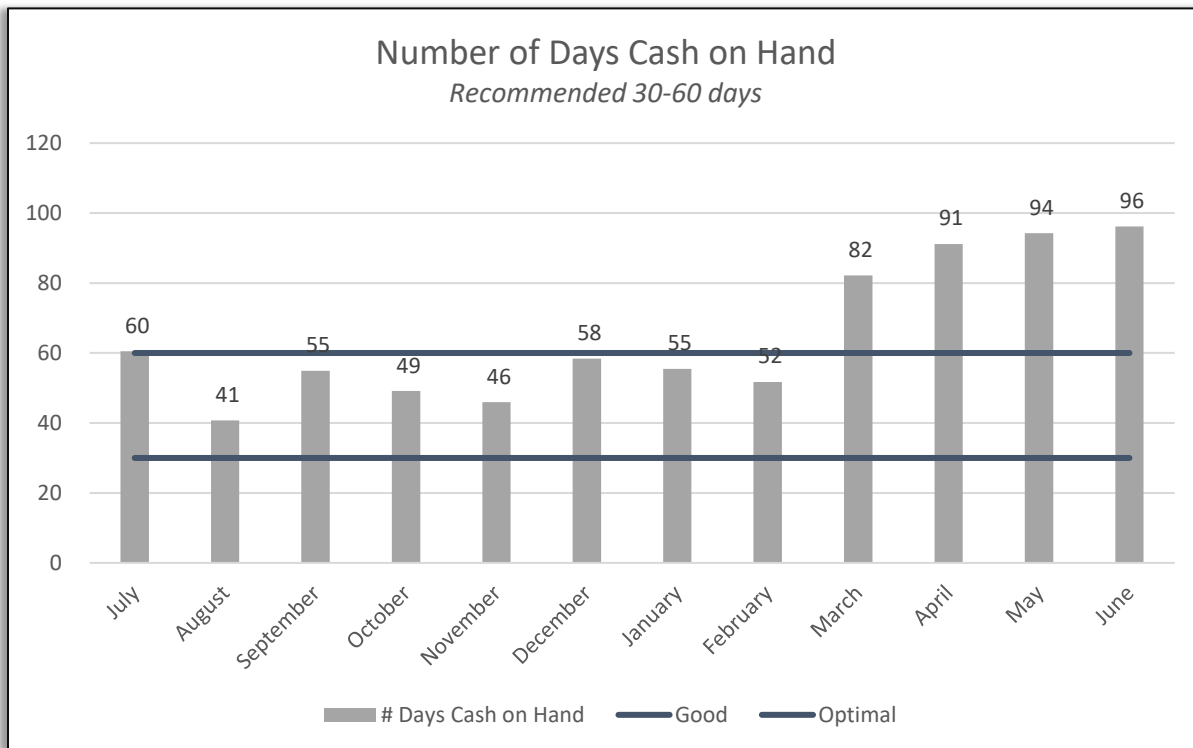
We have reviewed the charter school’s assumptions for the multi-year projection, and they appear to be reasonable. Based upon these assumptions, the charter school will meet the required reserve percentage in 2022-23 and beyond.

**Cash Flow**

The cash flow submitted with the 2022-23 Adopted Budget Report projects a positive cash balance in all months.

The charter school industry recommends that charter schools maintain a cash balance between 30- and 60-days cash on hand. Cash on hand for Literacy First Charter School is projected to range from 41 to 96 days.

Aug. 1, 2022  
 Literacy First Charter School  
 Page 4 of 5



**Long-Term Debt and Liabilities**

Literacy First Charter School entered into a lease agreement with Literacy First Charter School Issuer (LLC) on November 1, 2019, for use of the facilities located at Main Street and Bradley Street. The minimum lease amount due in 2023 is \$723,090.

**Conclusion**

Literacy First Charter School projects a 7.51% increase in enrollment from the previous fiscal year of 2021-22 by 158 students. The projected average daily attendance (ADA) is 1,997.85 in the 2022-23 fiscal year with an ADA to enrollment ratio of 95.0%. The subsequent two years project flat enrollment and ADA.

The charter school is projecting a surplus in the multi-year projection and will be able to meet the 3% reserve requirement over the projection period.

We appreciate the charter school’s efforts to ensure fiscal solvency. Should any adverse circumstances arise, which would negatively impact the financial condition of the charter school, please notify this office as soon as possible.

Aug. 1, 2022  
Literacy First Charter School  
Page 5 of 5

If you have any questions concerning this review, please feel free to contact Anna Buxbaum at [abuxbaum@sdcoe.net](mailto:abuxbaum@sdcoe.net), or at 858-290-5899.

Sincerely,

A handwritten signature in black ink, appearing to read 'MS', followed by a horizontal line.

Michael Simonson  
Deputy Superintendent, Chief Business Officer

cc: Mrs. Priscilla Schreiber, Board President, Literacy First Charter School  
Mr. Steve Robinson, Chief Financial Official, Literacy First Charter School

# Coversheet

## 2022-23 LFCS Independent Study Board Policy

<b>Section:</b>	III. Chief Business Officer's Report
<b>Item:</b>	G. 2022-23 LFCS Independent Study Board Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2022-23 LFCS Independent Study Board Policy.docx



## 2022-23 LFCS Independent Study Board Policies

These policies apply to all pupils participating in independent study at **Literacy First Charter Schools including its Freedom Academy** (the “School”).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

**Special Education Students:** Students with disabilities may participate in independent study programs upon the condition that an IEP team, including the student(s)’ parent(s) or guardian(s), determine the student can receive a free and appropriate education through the independent study program(s). This determination must also be articulated in the student’s IEP.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, **no more than 20 days.**
- For pupils in grades four through eight, **no more than 20 days.**
- For students in grades nine through twelve, **no more than 20 days.**

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed **40 days.**

***Missed Assignments and Level of Satisfactory Progress:*** When any student fails to complete **3 missed assignments** during any period of 20 days or fails to make satisfactory progress as defined below, the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
  - Statewide assessments that are part of the California Assessment of Student Performance and Progress.
  - Schoolwide Aimsweb scores which measure student achievement and progress in both Language Arts and Math. Aimsweb is a national normed progress monitoring tool.
  - The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.
  - The English learner reclassification rate.

- Pupil engagement, as measured by all of the following, as applicable:
  - School attendance rates
  - Chronic absenteeism rates
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
- Parent and/or student engagement in teacher communication through email, phone, text or in person meetings.

**Academic Content:** Independent study shall include the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

**Tiered Reengagement:** For all pupils who are not generating attendance for more than 10% of instructional time over four continuous weeks or students not participating in synchronous instruction offerings for more than 50% of the scheduled times for such instruction in a school month, or who are in violation of their written agreement, the school shall have procedures including the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the absence or lack of participation.
- Conduct a pupil-parent-educator conference to discuss and determine the pupil's academic, health and social emotional needs, and develop a personal plan for the pupil's success and reengagement. The school will connect the parent and pupil with health and social services, or additional resources as necessary.
- Every 20 days, a pupil-parent-educator conference, as defined below, is required to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study,

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

**Opportunities for Live Interaction and Synchronous Instruction:** The School shall provide opportunities for live interaction and synchronous instruction starting on the 15<sup>th</sup> day of a student’s independent study program as follows for all pupils engaged in independent study:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction through an online platform, telecommunication, and/or video communication for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction through an online platform, telecommunication, and/or video communication for all pupils throughout the year,
- For pupils in grades 9-12 who fall under an independent study contract due to quarantine or other short term absences, the school will provide opportunities for weekly synchronous instruction through an online platform, telecommunication, and/or video communication.

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher of record and the pupil.

The school will record the attendance of students to the synchronous instruction described above and contact parents within one school day of the recording of a student’s non-participation. Non-participation in synchronous will trigger tier reengagement strategies and actions.

**Exceptions:** Students who are otherwise enrolled in classroom based programs but who participating in independent study due to receiving specified clinical treatments or in patient treatment for health care or substance abuse are exempt from live interaction, synchronous instruction, tiered reengagement, and a transition plan.

**Return to In-Person Instruction:** For any student required to return to in person instruction, Literacy First will notify the student’s district of residence in no less than five instructional days to recommend enrollment in their local brick and mortar program.

**Written Master Agreements:** (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated, and in effect at least 15 days prior to the start of reporting attendance (ADA) pursuant to that agreement and at least 10 days prior to an independent study program of less than 15 days in duration. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be equitable to the School curriculum and course of study of students participating in the regular classroom setting.

*Agreement Content:* Each independent study written agreement shall contain at least all of the following provisions:

- The ***manner, time, frequency, and place*** for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.
- The ***objectives and methods of study*** for the pupil's work, and the methods used to evaluate that work.
- The ***specific resources***, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the *maximum length of time allowed between the assignment and the completion of a pupil's assigned work*, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The *duration of the independent study agreement*, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be

available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Adopted:

Amended:

# Coversheet

## 2022-23 LFCS Homeless Education Policy

<b>Section:</b>	III. Chief Business Officer's Report
<b>Item:</b>	H. 2022-23 LFCS Homeless Education Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2022-23 LFCS Homeless Education Policy.docx



## 2022-23 Literacy First Charter School Homeless Education Policy

Stacey Harrell, Literacy First Charter Schools school counselor, will serve as the school's liaison for homeless children and youths.

Under Literacy First Charter School's enrollment practices, applications of homeless students are processed on an equitable basis as students not experiencing homelessness. All student applications, including homeless student applications, are subject to the lottery and waitlist and all other stipulations of the attendance policy as written in the school's charter. The registrar, upon learning or suspecting an applicant is homeless, will contact the school's liaison for homeless students so the liaison can reach out to the student and the student's parents or guardians to assist in them in completing the application process.

Literacy First Charter School will keep the homeless status of students confidential and will provide all homeless students full access to the entire academic and extra-curricular program and will homeless students will participate in the general education setting except where a 504, IEP, or some other legally binding agreement stipulates otherwise.

In the case of a dispute, homeless students and their families will follow the Uniform Complaint process as outlined in the school's charter with the exception that they should first contact the school's liaison for homeless students as an extra layer of support and dispute resolution.

If requested by the parent, guardian, or homeless liaison, the school will arrange for transportation for the homeless student to and from school.

Upon initial identification by the school of homeless status, the school will provide homeless students and their parent(s) or guardian(s) with a copy of their educational rights under the provisions of the Education for Homeless Children and Youths Act.

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