



Literacy First Charter Schools

Literacy First Charter School Board of Trustees

Regular Board Meeting

Published on February 6, 2026 at 12:31 PM PST

Date and Time

Wednesday February 11, 2026 at 5:30 PM PST

Location

To attend this meeting in person go to:

698 W Main Street
El Cajon, CA 92020

To attend this meeting remotely go to:

Join Zoom Meeting

<https://us02web.zoom.us/j/82824105333?pwd=Yy0HNqgSCO7wJ8b4yx9MLvMQVgtRbJ.1>

Meeting ID: 828 2410 5333

Passcode: azYJy1

Teleconferencing Locations:

799 E Washington Ave El Cajon, CA 92020
1012 E Bradley Ave El Cajon, CA 92021
1850 Alpine Blvd Alpine, CA 91901

Literacy First Charter Schools exists to nurture the whole child from kindergarten through high school graduation by igniting a passion for comprehensive Literacy and equipping our students to wholeheartedly participate in their community.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
A. Record Attendance		Katina Evans	1 m
B. Call the Meeting to Order		Katina Evans	1 m
C. Flag Salute		Katina Evans	1 m
D. Minutes from the January 14, 2026 Regular Board Meeting	Approve Minutes	Katina Evans	1 m
The Board President recommends the board approve the minutes from the January 14, 2026 regular board meeting.			
E. Current Agenda	Vote	Katina Evans	1 m
The Board President recommends the board approve the agenda for the February 11, 2026 regular board meeting.			
F. Public Comment on Agenda Items	Discuss		5 m
G. Public Comment on Non-Agenda Items	Discuss		5 m
II. Executive Director's Report			5:45 PM
A. School Events, Program, and Staffing Updates	FYI	Debbie Beyer	30 m
The Executive Director will provide the board an update on staffing, attendance, and programs for the 2025-26 school year.			
B. 2025-26 LFCS Safety Plan	Vote	Victor Kempsey	10 m
Victor Kempsey, the assistant principal at our Liberty Academy, recommends the board approve the 2025-26 LFCS Safety Plan.			
C. LFCS Training Programs	FYI	Justin Stinson	10 m

	Purpose	Presenter	Time
<p>Justin Stinson, an assistant Principal at our Junior Academy, will provide the board information on our training programs.</p>			

III. Chief Business Officer's Report 6:35 PM

A.	Current Financial Report	Discuss	Steve Robinson	15 m
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The Chief Business Officer will share the school's financials as of 1.31.26.

B.	Contracts and Large Purchases Notifications	Discuss	Steve Robinson	5 m
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TeachTown: SPED curriculum: \$16,174.74

AML: Office remodel / renovation into a SPED classroom: \$34,500.

C.	Facilities Report	Discuss	Steve Robinson	5 m
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LCHS Alpine: Nothing new to report.

Junior Academy: Solar for 1012 and 1030 E Bradley is in permitting and is scheduled to be installed during the summer of 2026 with an expected completion date in October 2026. Solar at 1004 E Bradley was installed on January 19, 2026 and is working properly. We are waiting on the final inspection to complete this project.

Primary Academy: Nothing new to report.

Liberty Academy: The solar installation started on 1.23.25 and is expected to be operational by June 30, 2026. The back alley will need to be resurfaced with asphalt or concrete upon completion of the solar project. All sprinklers inspected and repaired or replaced as needed.

D.	Legal Issues	Discuss	Steve Robinson	5 m
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None to report.

E.	2024-25 LFCS Audit	Vote	Steve Robinson	30 m
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The CBO recommends the board approve the 2024-25 LFCS Audit conducted by Christy White.

F.	Recognition of Stacy Knowles	Vote	Steve Robinson	5 m
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The CBO recommends the board approve a certificate of appreciation and recognition for Stacy Knowles due to her role in our 2024-25 audit.

	Purpose	Presenter	Time
<p>G. Recognition of Thana Ajou</p> <p>The CBO recommends the board approve a certificate of appreciation and recognition for Thana Ajou due to her role in our 2024-25 audit.</p>	Vote	Steve Robinson	5 m
<p>H. Recognition of Fadia Doss</p> <p>The CBO recommends the board approve a certificate of appreciation and recognition for Fadia Doss due to her role in our 2024-25 audit.</p>	Vote	Steve Robinson	5 m
<p>I. 2025-26 LFCS Attendance Policies</p> <p>The CBO recommends the board approve the 2025-26 LFCS Attendance Policies found in the 2025-26 K-8 and High School Student Handbooks. SDCOE is requiring board approval of these policies as part of our annual site visit and review.</p>	Vote	Steve Robinson	5 m
<p>J. SB 848 Mandated Reporting</p> <p>SB 848 went in to effect January 1, 2026. It designates board members of public schools, including charter schools, as mandated reporters. Such a designation requires all LFCS board members to be trained by July 1, 2026 on what they are required to report and how to report it. LFCS will be providing the board with access to the required training module through the San Diego County JPA Learning Library.</p>	Discuss	Steve Robinson	10 m
<p>K. Form 700</p> <p>The CBO will provide the board their annual Form 700 to be completed by the March 11, 2026 board meeting.</p>	FYI	Steve Robinson	5 m
IV. Governance			8:10 PM
<p>A. Governance Committee Report</p> <p>CBO Performance Review</p>	Discuss	Katina Evans	30 m
B. Finance Committee Report	Discuss	Mathew Simone	5 m
C. Facilities Committee Report	Discuss	Jason Lewis	5 m
V. Closing Items			8:50 PM
<p>A. Other Issues</p> <p>Board members may bring topics for future board meetings to the board for consideration.</p>	Discuss	Katina Evans	10 m

	Purpose	Presenter	Time
B. Adjourn Meeting	Vote	Katina Evans	1 m

Coversheet

Minutes from the January 14, 2026 Regular Board Meeting

Section: I. Opening Items
Item: D. Minutes from the January 14, 2026 Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Literacy First Charter School Board of Trustees on January 14, 2026

APPROVED



Literacy First Charter Schools

Minutes

Literacy First Charter School Board of Trustees

Regular Board Meeting

Date and Time

Wednesday January 14, 2026 at 5:30 PM

Location

To attend this meeting in person go to:

698 W Main Street
El Cajon, CA 92020

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1850 Alpine Blvd Alpine, CA 91901

Literacy First Charter Schools exists to nurture the whole child from kindergarten through high school graduation by igniting a passion for comprehensive Literacy and equipping our students to wholeheartedly participate in their community.

Trustees Present

J. Lewis, K. Evans, P. Schreiber

Trustees Absent

B. Johnson, M. Simone

Guests Present

D. Beyer, L. Amorteguy, S. Robinson

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

K. Evans called a meeting of the board of trustees of Literacy First Charter Schools to order on Wednesday Jan 14, 2026 at 5:37 PM.

C. Flag Salute

D. Minutes from the December 10, 2025 Regular Board Meeting

J. Lewis made a motion to Approve the minutes from December 10, 2025 Literacy First Charter School Board of Trustees on 12-10-25.

P. Schreiber seconded the motion.

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

E. Current Agenda

J. Lewis made a motion to Approve current agenda for the January 14th 2026.

P. Schreiber 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

None

II. Executive Director's Report

A. School Events, Program, and Staffing Updates

Debbie Beyer, Executive Director provided the board an update on staffing, attendance, and programs for the 2025-26 school year.

A discussion on the upcoming charter renewal was presented and the plan for renewing the LFCS Charter by 2027.

B. Presentation of Office Managers, Back Office Support Staff, and New Staff Placements

Debbie Beyer, Executive Director introduced the LFCS Office Managers, Back Office Support Staff, and New Staff Placements to the board.

C. LFCS Counseling Support

Debbie Beyer introduced Kendra McMath who shared our counseling staff and the vision and mission of that program and provided the board information on the counseling services LFCS provides its students.

D. PLEF Presentation

Debbie Beyer introduced Troy Beyer who shared the direction and next step for PLEF, Patriot Legacy Education Foundation. Heather Beyer shared the vision of the Advisory Committee of PLEF and events the committee hosts throughout the year.

E. Testing Data

Jamie Robinson, the LFCS Director of Accountability and Student Success, provided the board information on the latest LFCS CAASPP Testing Data.

F. 2025-26 LFCS SARC

Jamie Robinson, the LFCS Director of Accountability and Student Success, shared the 2025-26 LFCS School Accountability Report and recommended the board approve the 2025-26 LFCS School Accountability Report

J. Lewis made a motion to Approve 2025-26 LFCS SARC Report.

P. Schreiber seconded the motion.

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

G. 2025-26 LFCS Mid Year LCAP

Jamie Robinson, the LFCS Director of Accountability and Student Success, shared the 2025-26 LFCS Mid Year LCAP and recommended the board approve the 2025-26 LFCS Mid Year LCAP.

J. Lewis made a motion to Approve 2025-26 LFCS Mid Year LCAP.

P. Schreiber seconded the motion.

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

III. Chief Business Officer's Report

A. Current Financial Report

Steve Robinson, CBO, shared the school's financials as of 12.31.25, the SDCOE letter accepting our 2024-25 Unaudited Actuals, and information on the Governor's January Budget release.

B. Contracts and Large Purchases Notifications

Steve Robinson, CBO, shared the following large contracts and purchases made:

TeachTown: SPED curriculum: \$16,174.74

AML: Office remodel / renovation into a SPED classroom: \$34,500.

C. Facilities Report

Steve Robinson, CBO, share the following Facilities Report

LCHS Alpine: Nothing new to report.

Junior Academy: The Freedom House ADA project passed it's final inspection on 12.8.25 and is now complete. Solar for 1012 and 1030 E Bradley is in permitting and is scheduled to be installed during the summer of 2026 with an expected completion date in October 2026. Solar at 1004 E Bradley is scheduled for installation on January 19, 2026.

Primary Academy: Nothing new to report.

Liberty Academy: Solar has been permitted and installation is scheduled to begin on 1.19.25 to be operational by June 30, 2026. The new SPED classroom project was completed over the Christmas break.

D. Legal Issues

None to report

E. 2024-25 Audit Update

Steve Robinson, CBO, shared that our auditor has informed us that the needed guidance from the Federal Office of Management and budget has been released and our auditors are working on the completion of our audit. They anticipate providing us a draft audit the week of January 19, 2026 with the expectation that the audit will be finalized prior to the end of the extension on January 29, 2026 and ready for board approval at our regular meeting in February.

F. LFCS Protocols for Addressing Pupil Behavior Health Concerns

Steve Robinson, CBO, presented and recommended the board approve the LFCS Protocols for Addressing Pupil Behavior Health Concerns.

J. Lewis made a motion to Approve LFCS Protocols for Addressing Pupil Behavior Health Concerns.

P. Schreiber seconded the motion.

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

G. 2025-26 LFCS Substitute Teacher Salary Schedule

Steve Robinson, CBO, presented and recommended the board approve the 2025-26 LFCS Substitute Teacher Salary Schedule.

J. Lewis made a motion to Approve 2025-26 LFCS Substitute Teacher Salary Schedule.

P. Schreiber seconded the motion.

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

IV. Governance

A. Governance Committee Report

Katina Evans shared that the committee will meet in the next month.

B. Finance Committee Report

None to Report

C. Facilities Committee Report

None to Report

V. Closing Items

A. Other Issues

B. Adjourn Meeting

P. Schreiber made a motion to Adjourn Meeting.

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 7:13 PM.

Respectfully Submitted,
L. Amorteguy

Coversheet

Current Financial Report

Section: III. Chief Business Officer's Report
Item: A. Current Financial Report
Purpose: Discuss
Submitted by:
Related Material: ALT Form Ending 1.31.26.pdf

LITERACY FIRST CHARTER SCHOOLS

1/31/2026

Fund: 6209

Charter Schools Enterprise Fund

CDE Charter # / CDS #: 0405 / 37-10371-6119119

Sponsoring LEA: SDCOE

Description	Object Codes	Original Adopted Budget (A)	Projected Operating Budget (B)	Actuals To Date (C)	Difference Col B & A (D)	% Diff Column B & A (E)
A. REVENUES						
1) LCFF Sources						
a) State Aid - Local Control Funding Formula (LCFF)	8011	16,219,218	14,970,692	8,277,084	(1,248,526)	-7.7%
b) Educational Protection Account (EPA)	8012	4,232,405	5,185,299	2,607,078	952,894	22.5%
c) Transfers to Charter schools in Lieu of Property Taxes	8096	5,028,308	5,007,513	2,503,761	(20,795)	-0.4%
d) Other Sources	8019-8091, 8097, 8099	0	0	0	0	0.0%
Total LCFF Sources	8010-8099	25,479,931	25,163,504	13,387,923	(316,427)	-1.2%
2) Federal Revenue	8100-8299	735,170	759,833	345,963	24,663	3.4%
3) Other State Revenue	8300-8599	4,002,389	4,395,554	1,875,205	393,165	9.8%
4) Other Local Revenue	8600-8799	2,752,909	2,798,097	1,400,131	45,188	1.6%
4) Other -September Suspende	8999	0	0	0	0	0.0%
5) TOTAL, REVENUES		32,970,399	33,116,988	17,009,221	146,589	0.4%
B. EXPENSES						
1) Certificated Salaries	1000-1999	12,224,849	12,368,085	7,247,077	143,236	1.2%
2) Classified Salaries	2000-2999	3,556,157	3,670,365	2,133,419	114,208	3.2%
3) Employee Benefits	3000-3999	6,767,364	6,774,660	3,094,550	7,296	0.1%
4) Books and Supplies	4000-4999	3,045,432	1,983,202	1,161,283	(1,062,230)	-34.9%
5) Services and Other Operating Expenses	5000-5999	6,579,715	6,186,392	3,156,440	(393,323)	-6.0%
6) Capital Outlay {Fd 01}	6100-6500	0	0	0	0	0.0%
6) Depreciation {Fd 62}	6900	375,000	576,500	0	201,500	53.7%
	7100-7299,					
7) Other Outgo	7438, 7439	0	0	0	0	0.0%
8) Other - September Suspende	7999	0	0	0	0	0.0%
9) TOTAL, EXPENSES		32,548,517	31,559,204	16,792,768	(989,313)	-3.0%
C. EXCESS(DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)						
		421,882	1,557,784	216,453	1,135,902	269.2%
D. OTHER FINANCING SOURCES/USES						
1) Interfund Transfers						
a) Transfers In	8900-8929					
b) Transfers Out	7600-7629					
2) Other Sources/Uses						
a) Sources	8930-8979	0	0	0	0	0.0%
b) Uses	7630-7699	0	0	0	0	0.0%
3) Contributions (between unrestrict/restricted)	8980-8999	0	0	0	0	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES		0	0	0	0	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4)						
		421,882	1,557,784	216,453	1,135,902	269.2%
F. FUND BALANCE, RESERVES / NET POSITION						
1) Beginning Fund Balance / Net Position						
a) As of July 1 - Unaudited	9791	19,650,168		20,966,629	0	-100.0%
b) Audit Adjustments	9793	0		TBD	0	0.0%
c) As of July 1 - Audited (F1a + F1b)		19,650,168		20,966,629		
d) Other Restatements	9795	0		TBD	0	0.0%
e) Adjusted Beginning Balance / Net Position (F1c + F1d)		19,650,168		20,966,629		
2) Ending Fund Balance / Net Position, June 30 (E + F1e)		20,072,050		21,183,082		
G. COMPONENTS OF ENDING FUND BALANCE - FUND 01						
1) Nonspendable						
a) Revolving Cash	9711					
b) stores	9712					
c) Prepaid	9713					
d) All Others	9719					
2) Restricted	9740					
3) Committed						
a) Stabilization Arrangements	9750					
b) Other Commitments	9760					
4) Assigned						
a) Other Assignments	9780					
5) Unassigned/Unappropriated						
a) Reserve for Economic Uncertainties	9789					
b) Unassigned/Unappropriated Amount	9790					
G. COMPONENTS OF ENDING NET POSITION - FUND 62						
a) Net Investment in Capital Assets	9796					
b) Restricted Net Position	9797					
c) Unrestricted Net Position	9790					

Coversheet

2024-25 LFCS Audit

Section:	III. Chief Business Officer's Report
Item:	E. 2024-25 LFCS Audit
Purpose:	Vote
Submitted by:	
Related Material:	2024-25 LFCS Audit Board Communication Letter.pdf 2024-25 LFCS Final Audit.pdf



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

January 26, 2026

To the Board of Directors of
Literacy First Charter Schools
San Diego, California

We have audited the consolidated financial statements of Literacy First Charter Schools for the year ended June 30, 2025, and we will issue our report thereon dated January 26, 2026. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards* and the Uniform Guidance, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter to you dated February 7, 2025 and our audit planning letter dated November 5, 2025. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Literacy First Charter Schools are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the 2024-25 fiscal year. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was management's estimate of the depreciation expense and its impact on accumulated depreciation is based on estimated useful lives of the fixed assets previously purchased. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

The disclosure on the operating lease in Note 7 to the financial statements. This is a disclosure related to implementation of ASU 842 in prior year that includes information on the right-of-use asset and related lease liability recorded on the statement of financial position.

The disclosure on related party transactions in Note 13 to the financial statements. There were transactions and balances involving other entities deemed to be related parties that are required to be disclosed.

The disclosure on annual finance debt covenants in Note 14 to the financial statements. This footnote did not previously appear in prior financial statements and replaced a separate certification document that is required to be issued to bondholders.

The financial statement disclosures are neutral, consistent, and clear.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Significant Audit Matters (continued)

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. The following material misstatements detected as a result of audit procedures were corrected by management:

- Reclassifying payables to deferred revenue.
- Recording the removal LCFF overpayment.
- Recording client adjustments.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated January 26, 2026.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We are not engaged to report on the Local Education Organization Structure, which accompanies the financial statements but is not supplementary information. Such information has not been subjected to auditing procedures applied in the audit of the financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

This information is intended solely for the use of the Board of Directors and management of Literacy First Charter Schools and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,



Christy White, Inc.
San Diego, California



LITERACY FIRST CHARTER SCHOOLS

CONSOLIDATED AUDIT REPORT

**FOR THE YEAR ENDED
JUNE 30, 2025**

**A NONPROFIT PUBLIC BENEFIT CORPORATION
OPERATING THE FOLLOWING CALIFORNIA CHARTER SCHOOL**

Literacy First Charter School (Charter No. 0405)

AND CONSOLIDATED WITH

Literacy First Charter School Issuer, LLC
698 West Main Street, LLC

**LITERACY FIRST CHARTER SCHOOLS
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JUNE 30, 2025**

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FINANCIAL SECTION



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Literacy First Charter Schools
El Cajon, California

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of Literacy First Charter Schools which comprise the consolidated statement of financial position as of June 30, 2025, and the related consolidated statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

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

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated 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 consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Literacy First Charter Schools' ability to continue as a going concern within one year after the date that the consolidated financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Auditor's Responsibilities for the Audit of the Financial Statements (continued)

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

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

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

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

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The supplementary information listed in the table of contents, including the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the consolidated 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 consolidated 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 consolidated financial statements or to the consolidated 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 consolidated financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Local Education Agency Organization Structure but does not include the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 26, 2026, on our consideration of Literacy First Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Literacy First Charter Schools' 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 Schools' internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
January 26, 2026

LITERACY FIRST CHARTER SCHOOLS
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025

ASSETS

Current assets	
Cash and cash equivalents	\$ 21,488,525
Accounts receivable	1,869,964
Prepaid expenses	253,939
Total current assets	<u>23,612,428</u>
Noncurrent assets	
Right-of-use asset	1,475,255
Capital assets, net	17,770,830
Total noncurrent assets	<u>19,246,085</u>
Total Assets	<u>\$ 42,858,513</u>

LIABILITIES AND NET ASSETS

Current liabilities	
Accounts payable	\$ 2,388,128
Deferred revenue	4,018,210
Bonds payable, current portion	255,000
Total current liabilities	<u>6,661,338</u>
Noncurrent liabilities	
Operating lease liability	1,480,042
Bonds payable, net, less current portion	9,951,466
Total noncurrent liabilities	<u>11,431,508</u>
Total liabilities	<u>18,092,846</u>
Net assets	
Without donor restrictions	<u>24,765,667</u>
Total net assets	<u>24,765,667</u>
Total Liabilities and Net Assets	<u>\$ 42,858,513</u>

The notes to the consolidated financial statements are an integral part of this statement.

**LITERACY FIRST CHARTER SCHOOLS
 CONSOLIDATED STATEMENT OF ACTIVITIES
 FOR THE YEAR ENDED JUNE 30, 2025**

	<u>Without Donor Restrictions</u>
SUPPORT AND REVENUES	
Federal and state support and revenues	
Local control funding formula, state aid	\$ 19,656,794
Federal revenues	1,068,069
Other state revenues	<u>6,086,952</u>
Total federal and state support and revenues	<u>26,811,815</u>
Local support and revenues	
Payments in lieu of property taxes	5,077,705
Investment income, net	908,006
Other local revenues	<u>584,561</u>
Total local support and revenues	<u>6,570,272</u>
Total Support and Revenues	<u>33,382,087</u>
EXPENSES	
Program services	23,542,316
Management and general	<u>8,200,584</u>
Total Expenses	<u>31,742,900</u>
CHANGE IN NET ASSETS	1,639,187
Net Assets - Beginning	<u>23,126,480</u>
Net Assets - Ending	<u>\$ 24,765,667</u>

The notes to the consolidated financial statements are an integral part of this statement.

**LITERACY FIRST CHARTER SCHOOLS
 CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
 FOR THE YEAR ENDED JUNE 30, 2025**

	Program Services	Management and General	Total
EXPENSES			
Personnel expenses			
Certificated salaries	\$ 10,434,323	\$ 2,033,001	\$ 12,467,324
Non-certificated salaries	2,173,575	1,897,699	4,071,274
Pension plan contributions	2,906,465	913,532	3,819,997
Payroll taxes	544,710	246,494	791,204
Other employee benefits	1,143,155	312,419	1,455,574
Total personnel expenses	<u>17,202,228</u>	<u>5,403,145</u>	<u>22,605,373</u>
Non-personnel expenses			
Books and supplies	1,843,738	331,530	2,175,268
Insurance	-	307,249	307,249
Facilities	926,721	538,003	1,464,724
Professional services	2,334,378	515,355	2,849,733
Interest expense	475,783	-	475,783
Depreciation	363,396	430,248	793,644
Fees to authorizing agency	-	247,837	247,837
Other operating expenses	396,072	427,217	823,289
Total non-personnel expenses	<u>6,340,088</u>	<u>2,797,439</u>	<u>9,137,527</u>
Total Expenses	<u>\$ 23,542,316</u>	<u>\$ 8,200,584</u>	<u>\$ 31,742,900</u>

The notes to the consolidated financial statements are an integral part of this statement.

**LITERACY FIRST CHARTER SCHOOLS
CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2025**

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	\$ 1,639,187
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
Noncash items	
Depreciation	793,644
Interest expense for amortization of debt issuance costs	(1,682)
Lease expense for amortization of right-of-use asset	(48,297)
(Increase) decrease in operating assets	
Accounts receivable	156,134
Prepaid expenses	437,963
Prepaid rent within right-of-use asset	(48,478)
Increase (decrease) in operating liabilities	
Accounts payable	(2,564,628)
Deferred revenue	3,949,139
Net cash provided by (used in) operating activities	<u>4,312,982</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Reinvestment of dividends	(71,233)
Transfer of funds for closure of certificate of deposit	2,172,984
Purchase of capital assets	(1,727,920)
Net cash provided by (used in) investing activities	<u>373,831</u>
CASH FLOWS FROM FINANCING ACTIVITIES	
Principal payments on bonded debt	(240,000)
Net cash provided by (used in) financing activities	<u>(240,000)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	4,446,813
Cash and cash equivalents - Beginning	<u>17,041,712</u>
Cash and cash equivalents - Ending	<u>\$ 21,488,525</u>
SUPPLEMENTAL DISCLOSURE	
Cash paid for interest	<u>\$ 474,101</u>

The notes to the consolidated financial statements are an integral part of this statement.

LITERACY FIRST CHARTER SCHOOLS NOTES TO CONSOLIDATED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2025

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Literacy First Charter Schools (the “Organization”) was formed as a nonprofit public benefit corporation on November 30, 2000 for the purpose of operating as a California public school located in San Diego County. The Organization’s school, Literacy First Charter School (the “Charter”), was numbered by the State Board of Education as California Charter No. 0405. Literacy First Charter School exists to nurture the whole child from kindergarten through high school graduation by igniting a passion for comprehensive literacy and equipping them to wholeheartedly participate in their community.

Literacy First Charter School is authorized to operate as a public charter school through San Diego County Office of Education (the “authorizing agency”). On April 14, 2021, the Board of Directors of San Diego County Office of Education approved a charter renewal and material revision for the Charter for a five-year term beginning July 1, 2021, and expiring on June 30, 2026. As a result of SB 114, the charter petition end date is extended to June 30, 2027. The Charter’s four school sites: Primary Academy, Junior Academy, Liberty Academy, and Liberty Charter High School, operate under Literacy First Charter School. The Charter also operates the Freedom Academy that provides a home-school program. During the year ended June 30, 2025, Literacy First Charter School served grades TK to 12. Funding sources primarily consist of state apportionments, in lieu of property tax revenues, and grants and donations from the public.

In May 2010, articles of organization were filed to establish a limited liability corporation under Literacy First Charter School Issuer, LLC, whereby Literacy First Charter Schools is the sole statutory member of the LLC. In August 2022, articles of incorporation were filed to establish a limited liability corporation under 698 West Main Street, LLC, whereby Literacy First Charter Schools is also the sole statutory member of this LLC. The LLCs are deemed disregarded entities and their financial statements are consolidated with Literacy First Charter Schools.

B. Basis of Accounting

The Organization’s policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

C. Financial Statement Presentation

The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958. Literacy First Charter Schools reports information regarding its financial position and activities according to two classes of net assets:

Net assets without donor restrictions – These net assets generally result from revenues generated by receiving contributions that have no donor restrictions, providing services, and receiving interest from operating investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

Net assets with donor restrictions – These assets result from gifts of cash and other assets that are received with donor stipulations that limit the use of the donated assets, either temporarily or permanently, until the donor restriction expires (that is until the stipulated time restriction ends or the purpose of the restriction is accomplished) the net assets are restricted. When a restriction expires, restricted net assets are reclassified to net assets without donor restrictions.

The Organization also accounts for the Charter’s financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual* presented in Procedure 810 Charter Schools. Fund accounting is not used in the Organization’s financial statement presentation.

LITERACY FIRST CHARTER SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
JUNE 30, 2025

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Principles of Consolidation

The accompanying consolidated financial statements include the accounts of Literacy First Charter Schools, Literacy First Charter School Issuer LLC, and 698 West Main Street LLC, which comprise the Organization as a whole. Intercompany accounts and transactions have been eliminated in consolidation.

E. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

F. Contributions

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported on the statement of activities as “net assets released from restrictions.” Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support. Contributions restricted for the acquisition of land, buildings, and equipment are reported as net assets without restriction upon acquisition of the assets and the assets are placed in service.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the organization if not donated.

G. In Lieu of Property Tax Revenue

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for the local school district. In lieu of distributing funds out of property tax proceeds, the local school district makes monthly payments to Literacy First Charter Schools. Revenues are recognized by the Organization when earned.

H. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenses have been allocated between program and supporting services based on management’s estimates.

I. Cash and Cash Equivalents

Literacy First Charter Schools considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

**LITERACY FIRST CHARTER SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Investments

The Organization's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities. Investment return is presented net of any investment fees.

K. Receivables and Allowances

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management's judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions. Based on review of these factors, the Organization establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2025, an allowance for doubtful accounts was not considered necessary as all accounts receivable were deemed collectible.

L. Capital Assets

Literacy First Charter Schools has adopted a policy to capitalize asset purchases over \$5,000. Lesser amounts are expensed. Donations of capital assets are recorded as contributions at their estimated fair value. Such donations are reported as net assets without donor restrictions. Capital assets are depreciated using the straight-line method over the estimated useful lives of the property and equipment or the related lease terms.

M. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the organization prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

N. Lease Arrangements

In February 2016, FASB issued ASU No. 2016-02, *Leases (Topic 842)*, a new lease standard effective no later than the fiscal year 2022-23. Under FASB ASC 842, a right-of-use asset and a related lease liability must be recorded on the statement of financial position (balance sheet) for proper recognition of any operating lease. A right-of-use asset is an intangible asset that pertains to the lessee's right to occupy, operate, and hold a leased asset during the agreed rental period. A lease liability is the financial obligation for the payments required by the lease, discounted to present value.

O. Income Taxes

Literacy First Charter Schools is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Organization is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code (CRTC). As a school, the Organization is not required to register with the California Attorney General as a charity.

Literacy First Charter Schools Issuer LLC and 698 West Main Street LLC have not elected to be treated as corporations; therefore, as the Organization's single-member LLCs, the LLCs are each a "disregarded entity" and the LLCs' activities are reflected in the Organization's federal tax return. The LLCs are not yet exempt from state franchise or income tax under Section 23701(h) of the CRTC.

**LITERACY FIRST CHARTER SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
 JUNE 30, 2025**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

O. Income Taxes (continued)

The Organization’s management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Organization’s information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

P. Fair Value Measurements

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). A financial instrument’s level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The three levels of the fair value hierarchy are described below:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
- Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents, as of June 30, 2025, consists of the following:

	Literacy First Charter School	Literacy First Charter School Issuer LLC	698 West Main Street LLC
Cash in county treasury	\$ 20,092,889	\$ -	\$ -
County treasury fair value adjustment	9,584	-	-
Cash in banks, non-interest bearing	-	61,000	8,729
Cash in banks, interest bearing	374,774	-	-
Cash with fiscal agents	-	941,549	-
Total Cash and Cash Equivalents	\$ 20,477,247	\$ 1,002,549	\$ 8,729

Cash in Banks

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, an organization’s deposits may not be returned to it. Literacy First Charter Schools does not have a policy for custodial credit risk for deposits. The FDIC insures up to \$250,000 per depositor per insured bank. As of June 30, 2025, a portion of Literacy First Charter Schools’ bank balance was exposed to custodial credit risk as there were deposits over \$250,000 in accounts held at one or more banks.

Cash with Fiscal Agents

The Organization maintains \$941,549 of its cash with US Bank in money market investment funds. Cash with fiscal agents is carried at amortized cost on behalf of the Organization. These types of investments do not qualify as securities as defined in FASB ASB 820, *Investments – Debt and Equity Securities*, thus the fair value disclosures required by ASC 820 are not provided.

**LITERACY FIRST CHARTER SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
 JUNE 30, 2025**

NOTE 2 – CASH AND CASH EQUIVALENTS (continued)

Cash in County Treasury

Policies and Practices

Literacy First Charter School is a voluntary participant in an external investment pool. The fair value of the Charter’s investment in the pool is reported in the financial statements at amounts based upon the Charter’s pro-rata share of the fair value provided by the County Treasurer for the entire portfolio in relation to the amortized cost of that portfolio. The balance available for withdrawal is recorded on the amortized cost basis and is based on the accounting records maintained by the County Treasurer.

General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest Charter funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies examples of the investment types permitted in the California Government Code:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker’s Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Interest Rate Risk

Interest rate risk is the risk that changes in the market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of the investment, the greater the sensitivity of its fair value to changes in the market interest rates. The Organization has managed its exposure to interest rate risk by investing in the county treasury. The Charter’s investments in the San Diego County Treasury Investment Pool, which combines the Charter’s share of the portfolio, has a combined fair value of \$20,102,473 which is equal to the adjusted book value as of June 30, 2025. The average weighted maturity for this pool is 449 days.

Fair Value Measurement

Cash in county treasury is measured at Level 1 using the fair value input levels noted in Note 1P. The Charter has classified these funds as Level 1 because the amounts invested in the county treasury pooled investment fund primarily consist of investments types having observable inputs that reflect quoted prices. The investment types include those noted under the general authorizations section.

**LITERACY FIRST CHARTER SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2025, consists of the following:

Federal sources	\$ 361,093
State sources (non-LCFF)	1,061,376
In lieu property tax payments	249,099
Interest income	179,832
Other local sources	18,564
Total Accounts Receivable	<u>\$ 1,869,964</u>

NOTE 4 – CAPITAL ASSETS

A summary of activity related to capital assets during the year ended June 30, 2025 consists of the following:

	Balance July 1, 2024	Additions	Disposals	Balance June 30, 2025
Literacy First Charter School				
Property and equipment				
Land	\$ 349,919	\$ -	\$ -	\$ 349,919
Buildings and improvements	4,354,241	732,340	-	5,086,581
Land improvements	291,997	296,468	-	588,465
Furniture and equipment	1,345,585	211,735	-	1,557,320
Construction in progress	455,898	487,377	-	943,275
Total property and equipment	<u>6,797,640</u>	<u>1,727,920</u>	<u>-</u>	<u>8,525,560</u>
Less accumulated depreciation	(2,274,979)	(430,248)	-	(2,705,227)
Capital Assets, net	<u>\$ 4,522,661</u>	<u>\$ 1,297,672</u>	<u>\$ -</u>	<u>\$ 5,820,333</u>
Literacy First Charter School Issuer, LLC				
Property and equipment				
Buildings and improvements	\$ 10,901,903	\$ -	\$ -	\$ 10,901,903
Less accumulated depreciation	(3,243,951)	(363,396)	-	(3,607,347)
Capital Assets, net	<u>\$ 7,657,952</u>	<u>\$ (363,396)</u>	<u>\$ -</u>	<u>\$ 7,294,556</u>
698 West Main Street LLC				
Property and equipment				
Land	\$ 4,655,941	\$ -	\$ -	\$ 4,655,941
Capital Assets, net	<u>\$ 4,655,941</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,655,941</u>
Consolidated Capital Assets, net	<u>\$ 16,836,554</u>	<u>\$ 934,276</u>	<u>\$ -</u>	<u>\$ 17,770,830</u>

NOTE 5 – ACCOUNTS PAYABLE

Accounts payable as of June 30, 2025, consists of the following:

Due to grantor government	\$ 1,742,617
Vendor payables	268,388
Due to authorizing agency	247,836
Salaries and benefits	129,287
Total Accounts Payable	<u>\$ 2,388,128</u>

**LITERACY FIRST CHARTER SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 6 – DEFERRED REVENUE

Deferred revenue as of June 30, 2025, consists of the following:

State sources	\$ 3,964,643
Local sources	53,567
Total Deferred Revenue	<u>\$ 4,018,210</u>

NOTE 7 – OPERATING LEASES

The Organization holds various multi-year lease agreements for the use of facilities and copier machines. At June 30, 2025, the Organization recognized a combined right-of-use asset of \$1,475,255 and an operating lease liability of \$1,480,042 for the long-term lease agreements with third parties.

The following table shows the operating lease liability as the actual lease payments less the net present value adjustment and the right-of-use asset as the lease expense over the straight-line basis reduced by the net present value adjustment and prepaid rent. The Organization has accounted for its lease agreements using an incremental borrowing rate of 4.91% (discount rate). The associated assets will be amortized and liabilities will be paid as follows as separated by facilities and copier equipment:

Fiscal Year Ending June 30,	Facilities		Copier Equipment	
	Lease Payments	Lease Expense	Lease Payments	Lease Expense
2026	\$ 895,364	\$ 868,583	\$ 56,181	\$ 56,181
2027	556,322	529,838	27,931	27,931
Total lease payments	<u>1,451,686</u>	<u>1,398,421</u>	<u>84,112</u>	<u>84,112</u>
NPV adjustment	<u>(52,590)</u>	<u>(52,590)</u>	<u>(3,166)</u>	<u>(3,166)</u>
Operating Lease Liability	<u>\$ 1,399,096</u>		<u>\$ 80,946</u>	
Prepaid rent		48,478		-
Right-of-Use Asset		<u>\$ 1,394,309</u>		<u>\$ 80,946</u>

NOTE 8 – BONDS PAYABLE

In October 2019, Literacy First Charter School Issuer, LLC entered into a loan agreement with the California Municipal Finance Authority (CMFA) for the issuance of \$7,450,000 Education Revenue Bonds, Series A and \$3,180,000 Education Revenue Bonds, Series B. The funds were used to acquire, construct, improve, furnish, and equip the school facilities at the Bradley and Main Street locations in El Cajon, California.

The Series 2019A Bonds were sold at a premium of \$1,244,783 and had issuance costs of \$167,357. The Series 2019B Bonds had issuance costs of \$376,551. Interest is payable monthly and commenced in December 2019. In accordance with ASU 2015-03, *Interest – Imputation of Interest (Subtopic 835-30): Simplifying the Presentation of Debt Issuance Costs*, debt issuance costs are to be presented in the balance sheet as a direct deduction from the carrying value of the associated liability. Additionally, the amortization of debt issuance costs is required to be reported as interest expense.

**LITERACY FIRST CHARTER SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 8 – BONDS PAYABLE (continued)

A summary of bonded debt is as follows:

<u>Education Revenue Bonds</u>	<u>Issuance Date</u>	<u>Maturity Date</u>	<u>Interest Rate</u>	<u>Original Issue</u>
Series 2019A	10/31/2019	11/25/2049	5.00%	\$ 7,450,000
Series 2019B	10/31/2019	11/25/2030	4.75%	\$ 3,180,000

A summary of activity related to bonds payable during the year ended June 30, 2025 consists of the following:

	<u>Balance July 1, 2024</u>	<u>Increases</u>	<u>Decreases</u>	<u>Balance June 30, 2025</u>
Series 2019A and B bonds	\$ 9,770,000	\$ -	\$ 240,000	\$ 9,530,000
Unamortized premium	1,051,149	-	41,493	1,009,656
Cost of issuance	(373,001)	-	(39,811)	(333,190)
Bonds Payable, Net	\$ 10,448,148	\$ -	\$ 241,682	\$ 10,206,466

Future minimum payments associated with debt service obligations on the bonds payable is as follows:

<u>Fiscal Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2026	\$ 255,000	\$ 465,244	\$ 720,244
2027	265,000	452,894	717,894
2028	280,000	439,950	719,950
2029	295,000	426,294	721,294
2030	305,000	412,044	717,044
Thereafter	8,130,000	4,621,650	12,751,650
Total	\$ 9,530,000	\$ 6,818,076	\$ 16,348,076

NOTE 9 – NET ASSETS

As of June 30, 2025, the Organization did not hold any net assets with donor restrictions. Certain designations or reserves have been made for the use of net assets without donor restrictions either by the board, management or by nature of the financial assets held by the Organization. At June 30, 2025, the Organization’s net assets without donor restrictions consists of the following:

Net investment in capital assets	\$ 7,564,364
Undesignated	17,201,303
Total Net Assets without Donor Restrictions	\$ 24,765,667

NOTE 10 – LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The table on the following page reflects the Organization’s financial assets as of June 30, 2025, reduced by amounts not available for general expenditure within one year. Financial assets are considered not available for general use when illiquid or not convertible to cash within one year, consist of assets held for others or are held aside by the governing board for specific contingency reserves. Any board designations could be drawn upon if the board approves that action.

**LITERACY FIRST CHARTER SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
 JUNE 30, 2025**

NOTE 10 – LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS (continued)

Financial Assets	
Cash and cash equivalents	\$ 21,488,525
Investments, at cost	2,000,000
Accounts receivable	1,869,964
Prepaid expenses	253,939
Contractual or donor-imposed restrictions	
Cash held for conditional contributions	(4,018,210)
Cash with fiscal agent for bonded debt	(941,549)
Financial Assets available to meet cash needs for expenditures within one year	<u>\$ 20,652,669</u>

NOTE 11 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. In accordance with *California Education Code 47605*, charter schools have the option of participating in such plans if an election to participate is specified within the charter petition. The Charter has made such election. Certificated employees are members of the California State Teachers’ Retirement System (CalSTRS), and non-certificated employees are members of the California Public Employees’ Retirement System (CalPERS). Social security is provided to all employees who qualify for CalPERS as an alternative plan and to all employees who may not qualify for CalSTRS.

California State Teachers’ Retirement System (CalSTRS)

Plan Description

Literacy First Charter Schools contributes to the California State Teachers’ Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers’ Retirement Law. CalSTRS issues a separate annual comprehensive financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, P.O. Box 15275, Sacramento, California 95851-0275.

Funding Policy

Active plan members are required to contribute 10.25% or 10.205% of their 2024-25 salary depending on the employee’s membership date in the plan. The required employer contribution rate for fiscal year 2024-25 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter’s contributions to CalSTRS for the last three fiscal years were as follows:

	<u>Contribution</u>	<u>Percent of Required Contribution</u>
2024-25	\$ 1,958,078	100%
2023-24	\$ 1,941,296	100%
2022-23	\$ 1,716,738	100%

On-Behalf Payments

The State of California makes direct on-behalf payments for retirement benefits to CalSTRS on behalf of all school agencies in California. The amount of on-behalf payments made for Literacy First Charter Schools is estimated at \$962,319. The on-behalf payment amount is computed as the proportionate share of total 2023-24 State on-behalf contributions.

**LITERACY FIRST CHARTER SCHOOLS
 NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
 JUNE 30, 2025**

NOTE 11 – EMPLOYEE RETIREMENT PLANS (continued)

California Public Employees’ Retirement System (CalPERS)

Plan Description

Literacy First Charter Schools 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, within the Public Employees’ Retirement Law. CalPERS issues a separate annual comprehensive 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 Q Street; Sacramento, California 95811.

Funding Policy

Active plan members, who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees’ Pension Reform Act (PEPRA), specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 8.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member’s contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

Literacy First Charter Schools 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 for fiscal year 2024-25 was 27.05% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter’s contributions to CalPERS for the last three fiscal years were as follows:

	<u>Contribution</u>	<u>Percent of Required Contribution</u>
2024-25	\$ 899,025	100%
2023-24	\$ 906,485	100%
2022-23	\$ 663,882	100%

NOTE 12 – COMMITMENTS AND CONTINGENCIES

Charter School Authorization

As mentioned in Note 1A, Literacy First Charter School is approved to operate as a public charter school through authorization by the San Diego County Office of Education. As such, the Charter is subject to the risk of possible non-renewal or revocation at the discretion of its authorizing agency if certain criteria for student outcomes, management, and/or fiscal solvency are not met.

On July 10, 2023, the Governor of California approved Senate Bill 114 (SB 114), which amended California Education Code (EC) 47607.4. The EC was amended to add “all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.” As a result, the charter petition end date is extended to June 30, 2027.

The Charter makes payments to the authorizing agency, to provide required oversight services. Fees associated with oversight consisted of 1% of revenue from local control funding formula sources. Total fees for oversight and facility use amounted to \$247,837 for the fiscal year ending June 30, 2025.

**LITERACY FIRST CHARTER SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 12 – COMMITMENTS AND CONTINGENCIES (continued)

Governmental Funds

Literacy First Charter Schools has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements would not be material.

Pending or Threatened Litigation

The Organization is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the Organization as of June 30, 2025.

Multiemployer Defined Benefit Plan Participation

Under current law on multiemployer defined benefit plans, the Organization's voluntary withdrawal from any underfunded multiemployer defined benefit plan would require the Organization to make payments to the plan, which would approximate the Charter's proportionate share of the multiemployer plan's unfunded vested liabilities. CalSTRS has estimated that the Charter's share of withdrawal liability is approximately \$10,387,358 as of June 30, 2024. Also as of June 30, 2024, CalPERS has estimated the Charter's share of withdrawal liability to be \$5,987,861. The Organization does not currently intend to withdraw from CalSTRS or CalPERS. Refer to Note 11 for additional information on employee retirement plans.

NOTE 13 – RELATED PARTY TRANSACTIONS

Patriot Legacy Education Foundation

The Patriot Legacy Education Foundation (the "Foundation") is a separate 501(c)(3) public charity that was established as a supporting organization of Literacy First Charter Schools. There were no transactions during the year ended June 30, 2025.

Limited Liability Corporations (LLCs)

As mentioned in Note 1A, Literacy First Charter Schools is the sole statutory member of Literacy First Charter School Issuer, LLC and 698 West Main Street, LLC. The entities are considered financially interrelated under generally accepted accounting principles because of the statutory relationship. As such, interagency transactions and balances are eliminated in the consolidated financial statements of the Organization to better reflect the true activities of the corporation. Transactions during the fiscal year that were eliminated included lease payments recorded as a lease expense to the Charter and rental income to the LLCs. Additional information concerning the leased property is noted below.

Literacy First Charter School Issuer, LLC

On November 1, 2019, the Charter entered into a lease agreement with the LLC for use of facilities at sites located at 698 W. Main Street and 1012 East Bradley Avenue in El Cajon, California. The agreement provides for varying monthly payments beginning December 25, 2019 and ending November 25, 2049. Future minimum lease payments under the agreement are directly associated with the Series A and Series B principal and interest payments as disclosed in Note 8.

Total revenues to the LLC from the Charter amounted to \$988,839 during the fiscal year. As part of the lease agreement, the Charter holds a right-of-use asset of \$8,545,499 and an operating lease liability of \$9,599,814 and the difference of \$1,054,315 is presented as prepaid expenses for the LLC. These transactions and balances have been presented as eliminations on the consolidating statement of financial statements.

**LITERACY FIRST CHARTER SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 13 – RELATED PARTY TRANSACTIONS (continued)

Limited Liability Corporations (LLCs) (continued)

698 West Main Street, LLC

The Charter made payments to this LLC for payment of facility-related fees related to the property located at 698 W. Main Street in El Cajon, California. Total revenues to the LLC from the Charter amounted to \$40,897.

NOTE 14 – ANNUAL FINANCIAL DEBT COVENANTS

As required by the Lease Agreement associated with the bonded debt disclosed at Note 8, Literacy First Charter Schools and Literacy First Charter Schools Issuer LLC must comply with the annual financial covenants and have the calculation of those covenants certified by the independent public accountants.

The Coverage Ratio for the year ended June 30, 2025 was 4.01. The Charter and its LLC have met the Coverage Ratio requirement of 1.10 to 1 or above for the fiscal year ended June 30, 2025. The calculation is noted below:

Support and Revenues	\$ 33,382,087	
Expenses	31,742,900	
Less: Depreciation expense	<u>(793,644)</u>	
Operating Expenses	<u>30,949,256</u>	
Support and Revenues less Operating Expenses	2,432,831	
Plus: Interest expense	475,783	
Net Income Available for Lease Payments	<u>\$ 2,908,614</u>	{numerator}
Maximum Annual Lease Payments	<u>\$ 725,067</u>	{denominator}
Coverage Ratio {numerator} / {denominator}	4.01	

Days Cash on Hand for the year ended June 30, 2025 was 242.3 Days. The Charter and its LLC have met the Days Cash on Hand requirement of 45 Days Cash on Hand for the fiscal year ended June 30, 2025. The calculation is noted below:

Cash and cash equivalents	\$ 21,488,525	
Less: cash with fiscal agents	<u>(941,549)</u>	
Unrestricted Cash and Investments	<u>\$ 20,546,976</u>	{numerator}
Operating Expenses (see calculation above)	\$ 30,949,256	{denominator}
Fraction {numerator} / {denominator}	0.6639	{i}
Total Days	365	{ii}
Days Cash on Hand	242.3	{product of i and ii}

**LITERACY FIRST CHARTER SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 15 – DONATED GOODS AND SERVICES

During the year, many parents, administrators and other individuals donated significant amounts of time and services to Literacy First Charter Schools in an effort to advance the Charter’s programs and objectives. These services have not been recorded in the Organization’s financial statements because they do not meet the criteria required by generally accepted accounting principles. The Organization did not receive any noncash donations during the year.

NOTE 16 – SUBSEQUENT EVENTS

Literacy First Charter Schools has evaluated subsequent events for the period from June 30, 2025 through January 26, 2026, the date the financial statements were available to be issued. Management did not identify any transactions or events that require disclosure or that would have an impact on the financial statements.

SUPPLEMENTARY INFORMATION

**LITERACY FIRST CHARTER SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2025**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Organization and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The Organization has not elected to use the de minimis indirect cost rate up to 15 percent.

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 442,281
<i>COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants:</i>			
Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155	<u>97,611</u>
Subtotal Education Stabilization Fund Discretionary Grants			<u>97,611</u>
<i>Passed through El Dorado SELPA:</i>			
Special Education Cluster			
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	<u>333,672</u>
Total U. S. Department of Education			<u>873,564</u>
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed through California Department of Education:</i>			
Pandemic EBT Local Administrative Grant	10.649	15644	<u>3,063</u>
Total U. S. Department of Agriculture			<u>3,063</u>
Total Federal Expenditures			<u>\$ 876,627</u>

The following schedule provides a reconciliation between revenues reported on the statement of activities and the related expenditures reported on the schedule of expenditures of federal awards. The reconciling amounts represent federal funds that have been recorded as revenues in a prior year that have been expended by June 30, 2025 or federal funds that have been recorded as revenues in the current year and were not expended by June 30, 2025.

	AL Number	Amount
Total Federal Revenues reported in the Statement of Activities		\$ 1,068,069
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	(6,831)
Education Stabilization Fund Discretionary Grants: ESSER III Fund	84.425	<u>(184,611)</u>
Total Expenditures reported in the Schedule of Expenditures of Federal Awards		<u>\$ 876,627</u>

**LITERACY FIRST CHARTER SCHOOLS
CONSOLIDATING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025**

	Charter No. 0405 Literacy First Charter School	Literacy First Charter School Issuer LLC	698 West Main Street LLC	Eliminations	Consolidated Total
ASSETS					
Current assets					
Cash and cash equivalents	\$ 20,477,247	\$ 1,002,549	\$ 8,729	\$ -	\$ 21,488,525
Accounts receivable	1,869,964	-	-	-	1,869,964
Prepaid expenses	253,939	1,054,315	-	(1,054,315)	253,939
Total current assets	<u>22,601,150</u>	<u>2,056,864</u>	<u>8,729</u>	<u>(1,054,315)</u>	<u>23,612,428</u>
Noncurrent assets					
Right-of-use asset	10,020,754	-	-	(8,545,499)	1,475,255
Deposits	61,000	-	-	(61,000)	-
Capital assets, net	5,820,333	7,294,556	4,655,941	-	17,770,830
Total noncurrent assets	<u>15,902,087</u>	<u>7,294,556</u>	<u>4,655,941</u>	<u>(8,606,499)</u>	<u>19,246,085</u>
Total Assets	<u>\$ 38,503,237</u>	<u>\$ 9,351,420</u>	<u>\$ 4,664,670</u>	<u>\$ (9,660,814)</u>	<u>\$ 42,858,513</u>
LIABILITIES AND NET ASSETS					
Current liabilities					
Accounts payable	\$ 2,388,128	\$ 61,000	\$ -	\$ (61,000)	\$ 2,388,128
Deferred revenue	4,018,210	-	-	-	4,018,210
Bonds payable, current portion	-	255,000	-	-	255,000
Total current liabilities	<u>6,406,338</u>	<u>316,000</u>	<u>-</u>	<u>(61,000)</u>	<u>6,661,338</u>
Noncurrent liabilities					
Operating lease liability	11,079,856	-	-	(9,599,814)	1,480,042
Bonds payable, net, less current portion	-	9,951,466	-	-	9,951,466
Total noncurrent liabilities	<u>11,079,856</u>	<u>9,951,466</u>	<u>-</u>	<u>(9,599,814)</u>	<u>11,431,508</u>
Total liabilities	<u>17,486,194</u>	<u>10,267,466</u>	<u>-</u>	<u>(9,660,814)</u>	<u>18,092,846</u>
Net assets					
Without donor restrictions	<u>21,017,043</u>	<u>(916,046)</u>	<u>4,664,670</u>	<u>-</u>	<u>24,765,667</u>
Total net assets	<u>21,017,043</u>	<u>(916,046)</u>	<u>4,664,670</u>	<u>-</u>	<u>24,765,667</u>
Total Liabilities and Net Assets	<u>\$ 38,503,237</u>	<u>\$ 9,351,420</u>	<u>\$ 4,664,670</u>	<u>\$ (9,660,814)</u>	<u>\$ 42,858,513</u>

**LITERACY FIRST CHARTER SCHOOLS
CONSOLIDATING STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2025**

	<u>Charter No. 0405 Literacy First Charter School</u>	<u>Literacy First Charter School Issuer LLC</u>	<u>698 West Main Street LLC</u>	<u>Eliminations</u>	<u>Consolidated Total</u>
SUPPORT AND REVENUES					
Federal and state support and revenues					
Local control funding formula, state aid	\$ 19,656,794	\$ -	\$ -	\$ -	\$ 19,656,794
Federal revenues	1,068,069	-	-	-	1,068,069
Other state revenues	6,086,952	-	-	-	6,086,952
Total federal and state support and revenues	<u>26,811,815</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>26,811,815</u>
Local support and revenues					
Payments in lieu of property taxes	5,077,705	-	-	-	5,077,705
Rental income	-	988,839	-	(988,839)	-
Investment income, net	908,006	-	-	-	908,006
Other local revenues	584,561	-	40,897	(40,897)	584,561
Total local support and revenues	<u>6,570,272</u>	<u>988,839</u>	<u>40,897</u>	<u>(1,029,736)</u>	<u>6,570,272</u>
Total Support and Revenues	<u>33,382,087</u>	<u>988,839</u>	<u>40,897</u>	<u>(1,029,736)</u>	<u>33,382,087</u>
EXPENSES					
Program services	23,622,618	908,537	40,897	(1,029,736)	23,542,316
Management and general	8,200,584	-	-	-	8,200,584
Total Expenses	<u>31,823,202</u>	<u>908,537</u>	<u>40,897</u>	<u>(1,029,736)</u>	<u>31,742,900</u>
CHANGE IN NET ASSETS	1,558,885	80,302	-	-	1,639,187
Net Assets - Beginning	<u>19,458,158</u>	<u>(996,348)</u>	<u>4,664,670</u>	<u>-</u>	<u>23,126,480</u>
Net Assets - Ending	<u>\$ 21,017,043</u>	<u>\$ (916,046)</u>	<u>\$ 4,664,670</u>	<u>\$ -</u>	<u>\$ 24,765,667</u>

**LITERACY FIRST CHARTER SCHOOLS
 SCHEDULE OF AVERAGE DAILY ATTENDANCE
 FOR THE YEAR ENDED JUNE 30, 2025**

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the charter 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.

	Second Period Report	Annual Report
	<u>Classroom-Based</u>	
Grade Span		
Regular		
Kindergarten* through third	612.74	611.05
Fourth through sixth	466.21	462.85
Seventh through eighth	281.41	279.79
Ninth through twelfth	352.94	350.28
Total Average Daily Attendance - Classroom-Based	<u>1,713.30</u>	<u>1,703.97</u>
	<u>Nonclassroom-Based</u>	
Grade Span		
Regular		
Kindergarten* through third	186.96	187.33
Fourth through sixth	76.21	77.07
Seventh through eighth	32.95	32.73
Ninth through twelfth	1.71	1.66
Total Average Daily Attendance - Nonclassroom-Based	<u>297.83</u>	<u>298.79</u>
Total Average Daily Attendance	<u>2,011.13</u>	<u>2,002.76</u>

*Includes Transitional Kindergarten (TK)

**LITERACY FIRST CHARTER SCHOOLS
 SCHEDULE OF INSTRUCTIONAL TIME
 FOR THE YEAR ENDED JUNE 30, 2025**

This schedule presents information on the amount of instructional time offered per grade level by the charter school and whether the charter school complied with the provisions of *Education Code Section 47612.5*.

Grade Level	Minutes Requirement	2024-25 Instructional Minutes	2024-25 Number of Days	Status
Kindergarten*	36,000	36,810	182	Complied
Grade 1	50,400	60,665	182	Complied
Grade 2	50,400	60,665	182	Complied
Grade 3	50,400	60,665	182	Complied
Grade 4	54,000	60,255	182	Complied
Grade 5	54,000	60,255	182	Complied
Grade 6	54,000	61,635	182	Complied
Grade 7	54,000	63,250	182	Complied
Grade 8	54,000	63,250	182	Complied
Grade 9	64,800	65,420	182	Complied
Grade 10	64,800	65,420	182	Complied
Grade 11	64,800	65,420	182	Complied
Grade 12	64,800	65,420	182	Complied

*Includes Transitional Kindergarten (TK)

**LITERACY FIRST CHARTER SCHOOLS
 RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL
 STATEMENTS
 JUNE 30, 2025**

This schedule provides the information necessary to reconcile fund balance/net position reported on the Financial Report – Alternative Form (Charter School Unaudited Actuals) to net assets on the audited financial statements.

June 30, 2025, fund balance/net position on the Financial Report - Alternative Form (Charter School Unaudited Actuals)	<u>\$ 20,966,629</u>
Adjustments:	
Increase (decrease) in total net assets:	
Client closing entry to revenue accruals	<u>50,414</u>
June 30, 2025, net assets per audited financial statements	<u>\$ 21,017,043</u>

OTHER INFORMATION

**LITERACY FIRST CHARTER SCHOOLS
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
 JUNE 30, 2025**

This schedule provides information about the local education agency (LEA or charter school), including the charter school’s authorizing agency, grades served, members of the governing body, and members of the administration.

Literacy First Charter Schools, located in San Diego County, was formed as a nonprofit public benefit corporation on November 30, 2000. The charter school operated by the nonprofit, Literacy First Charter School, was numbered by the State Board of Education as Charter No. 0405. The charter school is authorized by the San Diego County Office of Education with a current charter petition end date of June 30, 2027. During 2024-25, the charter school served approximately 2,160 students in grades TK to 12.

BOARD OF TRUSTEES

<u>Name</u>	<u>Office</u>	<u>Term Expiration</u>
Katina Evans	President	2026
Jason Lewis	Vice President	2026
Mathew Simone	Secretary	2026
Priscilla Schreiber	Trustee	2027
Barbara Johnson	Trustee	2026

ADMINISTRATION

Debbie Beyer
Executive Director

Steve Robinson
Chief Business Officer

OTHER INDEPENDENT AUDITORS' REPORTS



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

**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**

Independent Auditors' Report

To the Board of Directors of
Literacy First Charter Schools
El Cajon, California

We have audited, 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, the consolidated financial statements of Literacy First Charter Schools (the "Organization") as of and for the year ended June 30, 2025, and the related notes to the consolidated financial statements, which collectively comprise the Organization's financial statements and have issued our report thereon dated January 26, 2026.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered the Organization's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization'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 combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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

Report on Compliance and Other Matters

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

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Purpose of this Report

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

Christy White, Inc.

San Diego, California
January 26, 2026



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

To the Board of Directors of
Literacy First Charter Schools
El Cajon, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Literacy First Charter Schools' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Literacy First Charter Schools' major federal programs for the year ended June 30, 2025. Literacy First Charter Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

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

Basis for Opinion on Each Major Federal Program

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

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Literacy First Charter Schools' compliance based on our audit.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Auditor's Responsibilities for the Audit of Compliance (continued)

Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the report on compliance about Literacy First Charter Schools' compliance with the requirements of each major federal program as a whole.

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

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

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

Report on Internal Control Over Compliance

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

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

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

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

Christy White, Inc.

San Diego, California
January 26, 2026



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE FOR STATE PROGRAMS

Independent Auditors' Report

To the Board of Directors of
Literacy First Charter Schools
El Cajon, California

Report on State Compliance

Opinion on State Compliance

We have audited Literacy First Charter Schools' compliance with the requirements specified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to Literacy First Charter Schools' state program requirements for the fiscal year ended June 30, 2025.

In our opinion, Literacy First Charter Schools complied, in all material respects, with the laws and regulations of the applicable state programs for the year ended June 30, 2025. as identified in the table in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

Basis for Opinion on State Compliance

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 *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810 as regulations (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit for State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Literacy First Charter Schools' compliance based on our audit.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

Auditor’s Responsibilities for the Audit for State Compliance (continued)

Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the report on compliance about Literacy First Charter Schools' compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the K-12 Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Literacy First Charter Schools' compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Literacy First Charter Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of Literacy First Charter Schools' internal control over compliance. Accordingly, no such opinion is expressed; and
- Select and test transactions and records to determine Literacy First Charter Schools’ compliance with the state laws and regulations to the following items:

Description	Procedures Performed
School Districts, County Offices of Education and Charter Schools	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Yes
Kindergarten Continuance	Yes
Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Not applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

The term “Not Applicable” is used above to mean either the charter school did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

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

Report on Internal Control Over Compliance

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

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
January 26, 2026

FINDINGS AND QUESTIONED COSTS SECTION

**LITERACY FIRST CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2025**

PART I – SUMMARY OF AUDITORS’ RESULTS

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

Internal control over major program:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	<u>No</u>

Identification of major programs:

<u>AL Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I, Part A, Basic Grants Low-Income and Neglected

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

State Awards

Internal control over state programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Any audit findings disclosed that are required to be reported in accordance with <i>2024-25 Guide for Annual Audits of California K-12 Local Education Agencies ?</i>	<u>No</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

**LITERACY FIRST CHARTER SCHOOLS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS, continued
 FOR THE YEAR ENDED JUNE 30, 2025**

All audit year findings, if any, are assigned an appropriate finding code as follows:

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

PART II – FINANCIAL STATEMENT FINDINGS

There were no audit findings related to the financial statements for the year ended June 30, 2025.

PART III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

There were no audit findings and questioned costs related to federal awards for the year ended June 30, 2025.

PART IV – STATE AWARD FINDINGS AND QUESTIONED COSTS

There were no audit findings and questioned costs related to state awards for the year ended June 30, 2025.

**LITERACY FIRST CHARTER SCHOOLS
SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2025**

This section presents the status of actions taken by the Organization on each of the findings and recommendations reported in the prior year audit; however, there were no audit findings reported in the year ended June 30, 2024.

Coversheet

2025-26 LFCS Attendance Policies

Section: III. Chief Business Officer's Report
Item: I. 2025-26 LFCS Attendance Policies
Purpose: Vote
Submitted by:
Related Material: 2025-26_LFCS_HS_Handbook Final.pdf
2025-26_LFCS_K-8_Student_Handbook Final.pdf



Liberty Charter High School
HANDBOOK
2025-2026

**Literacy
First
Charter
Schools**



"The tree of knowledge begins with literacy."

A Literacy First Charter School

www.lfcsinc.org

I, _____, have read this handbook and agree to abide by the information outlined for the school year 2025-2026. As parents we have discussed the information in this handbook that pertains to our student(s), and understand the expectations outlined in the handbook. I understand that Literacy First is a charter school and a school of choice. The following are the names of my student(s) attending LFCS: (If more than 2 students, write additional names on back)

Student first and last name: _____ Grade: _____

Student first and last name: _____ Grade: _____

Parent signature: _____ Date: _____

Yo, _____, he leído este manual y acepto cumplir y seguir las reglas descritas para el año escolar 2025-2026. Como padres hemos discutido la información en este manual que pertenece a nuestro(s) estudiante(s), y entendimos las expectativas descritas en el manual. Entiendo que Literacy First es una escuela charter y una escuela de elección. Los siguientes son los nombres de mis estudiante(s) que asisten a LFCS:(Si hay más de 2 estudiantes, escriba nombres adicionales detrás de la página)

Nombre y apellido del estudiante: _____ Grado: _____

Nombre y apellido del estudiante: _____ Grado: _____

Firma del padre: _____ Fecha: _____

أنا الموقع أدناه _____ قرأت دليل الطالب وأوافق على الالتزام بالتعليمات الموضحة فيه للسنة الدراسية 2025-2026. كوننا أهل الطلاب المذكورة أسمائهم أدناه ، قمنا بمناقشة المعلومات المدرجة في دليل الطالب التي تخص أولادنا . كما أننا ندرك المتوقع من أولادنا بحسب التعليمات المدرجة في الدليل . كما ندرك أن مدارس لتربسي فبرست هي مدارس نموذجية وأختيارية . الأسماء المدرجة ادناه هي أسماء أولادي الطلبة في مدارسكم . (إذا كان لديكم أكثر من طالبين ، يرجى تكملة أسماءهم أدناه)

ألاسم الاول واللقب للطلاب الأول _____ الصف _____

ألاسم الاول واللقب للطلاب الثاني _____ الصف _____

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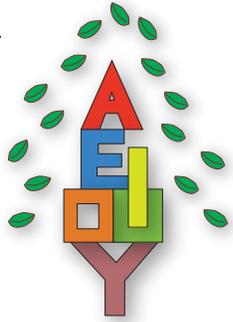
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Literacy First Charter Schools



"The tree of knowledge begins with literacy."

OUR MISSION

LITERACY

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

Literacy First Charter Schools exists to:

nurture the whole child from kindergarten through high school graduation by

igniting a passion for comprehensive L I T E R A C Y

equipping our students to wholeheartedly participate in their community.

OUR VISION

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

LFCS desires to shape:

Literate, life-long learners

Independent thinkers

Technologically literate citizens

Enthusiastic and highly qualified teachers

Reliable assessments that provide students a productive educational experience

Aspiring leaders who positively impact their community

Community that understands and supports the mission of LFCS

Yearly fiscal sound budget

OUR VALUES

NURTURE

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

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

All parents will be recognized as invaluable resources

IGNITE

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

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

All parents will be enthusiastically drawn into the school environment

EQUIP

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

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

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

ESLRs

Expected Student Learning Results

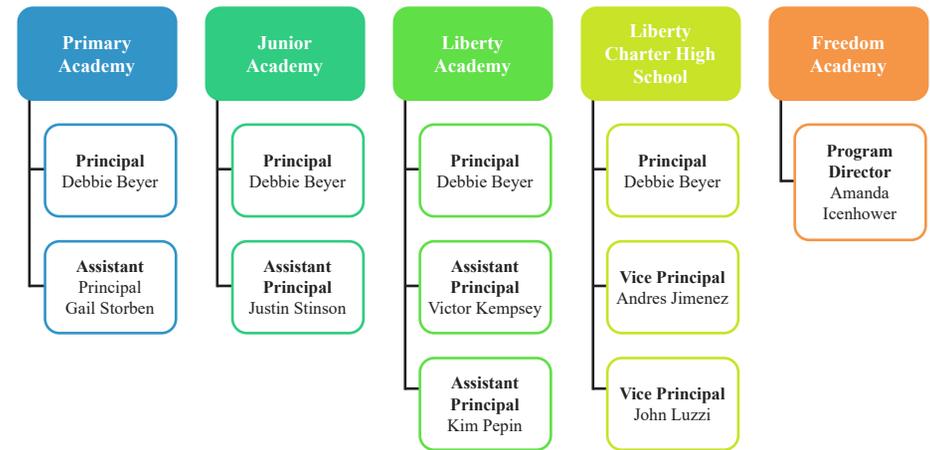
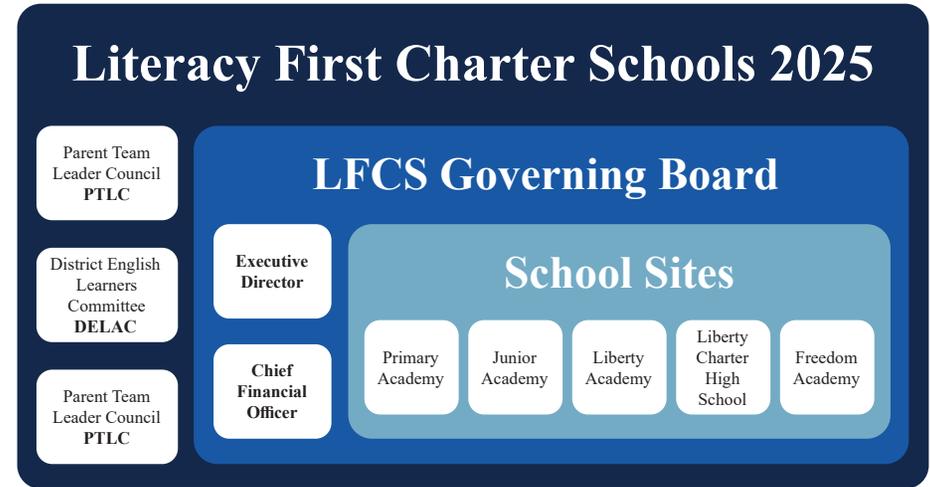
RESPONSIBLE COMMUNITY LEADERS: Defined as ethically sound participation in school functions, clubs, committees, and voluntary community service opportunities that contribute to the success of others. (Yellow, Harry S. Truman, “The Buck Stops Here”)

EFFECTIVE COMMUNICATORS: Defined as effective communication in distinct situations, solution-and-results-driven involvement in community service, and informed participation in the democratic process. (Orange, Abraham Lincoln, Gettysburg Address)

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. (Red, Anne Frank, *The Diary of Anne Frank*)

SELF-DIRECTED LEARNERS: Defined as the ability to make informed and responsible decisions, to integrate multiple uses of technology in various contexts, to systematically pursue personal goals, and to adapt to a wide array of professional and cultural settings as a result of exposure to events outside the learner’s immediate community. (Green, Harriet Tubman, Decided Heart)

LITERATE CITIZENS: Defined as fluency and skilled ability with the written and spoken word as well as with technology, mathematics, science, media, history, the arts, and contemporary culture. (Blue, Joshua Chamberlain, The Educator-Soldier)



**Literacy
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“The tree of knowledge begins with literacy.”

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 Board of Education.

STUDENT HANDBOOK

SCHOOL INFORMATION

Liberty Charter High School is currently located at 1850 Alpine Blvd. Alpine, CA 91910. The phone number for the Liberty Charter High School's Main Office is 619-659-5131. The fax number is 619-659-5169.

ACADEMIC INTEGRITY

The Liberty Charter High School staff and administration believe in academic integrity, and the principle of the honor code. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Liberty Charter High School students are expected to deny all requests to copy from their own work.

Consequences for violating academic integrity:

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student caught cheating may receive a grade of "F" or a zero for the assignment, at the teacher's discretion. The zero will remain in the student's gradebook until the assignment is redone with integrity.
3. The Principal will be notified.
4. An incident of cheating and/or plagiarism will result in removal from the Honor Roll for that quarter.
5. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

ACADEMIC EXPECTATIONS

Each teacher expects that students will come to class fully prepared, ready, willing, and able to participate in the lessons of the day. The following expectations more clearly explain how students should approach their studies.

Absences

If students are absent, they can contact a classmate, the teacher or make use of the school website, using the teacher web page to receive assignments for classes they have missed. In the case of a prolonged absence, a student's parents should contact the Office for assistance. Once a student attains 8 unexcused absences in any course, they forfeit credit for that course for the semester in which the 8 unexcused absences occurred. Throughout the semester, students with excessive unexcused absences will be assigned Friday After School in order to make up the unexcused absences.

Classroom Attire

Learning deserves an environment of respect and freedom from distraction. All students are required to be in compliance with the dress code.

Classroom Conduct

Students are expected to be on time for each class and not to miss class except in the case of illness or other serious reason. Students are expected to participate in all class activities. Further, they are expected to assist in maintaining order by refraining from disruptive conduct.

Homework

The homework assignment load can fluctuate considerably. This may be a combination of written assignments, reading, study, and long-term projects or papers. Approximately 90 minutes should be spent in study and reading over and above time provided at school each day if a student is to gain the most benefit possible from classes. Assignments should be neat, complete and on time.

Students are expected to complete all assignments in accordance with the student's ability. Any student who does not complete a homework assignment on time will be assigned to Guided Study.

Materials

Students are required to bring all necessary materials to class. This includes all textbooks, workbooks, notebooks, laptop computer, pens and pencils, daily planner, 3-ring binder, binder paper, backpack or book bag, and any other materials required by a teacher.

GENERAL ACADEMIC INFORMATION

Academic Awards

During quarterly assemblies, the school recognizes students who have attained outstanding scholastic achievement in academic departments, membership in honor societies, and other school designated honors.

Exclusion from Social/ Extra-curricular Activities:

Any student may be excluded from social / extra-curricular activities if he / she has:

- A failing grade in any subject
- More than two (2) truants
- More than two (2) suspensions during the year
- 10 or more tardies in any one semester course

Deficiency Notices

Teachers will inform students and parents (via a Lack of Progress Notice) when a student is having serious academic difficulties or lack of achievement. Parents who note any indication of student difficulty are encouraged to contact the teacher as soon as possible to discuss the situation and method to ensure student improvement.

Grading System

The letter “A” indicates superior work; the student consistently excels in quantity and quality of work; a college recommending grade. The letter “B” indicates above average work; the student maintains a good standard of work; a college recommending grade. The letter “C” indicates average work; the student does expected work at a moderate level of achievement. This is a noncollege-recommending grade. The letter “D” indicates below average level of achievement. While this is a passing grade, the student may have to remediate this course to advance to the next level of instruction in that area. A “D” does not fulfill 4-year college entrance requirements. The letter “F” (Failure) indicates student does not meet minimum requirements; no credit is given; most, if not all, course requirements are not completed.

The grade of “I” (Incomplete) may only be given with the permission of the Principal when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become “F”.

Grades represent a judgment by the teacher; they do not necessarily represent a mathematical average, although a teacher may use the following grading scale in forming his/her judgment:

Grading Scale

Grade	Percent	Unweighted/College Prep G.P.A.	Weighted Honors G.P.A.	Weighted AP G.P.A.
A	100% - 94%	4	4.5	5
A-	93%-90%	3.75	4.25	4.75
B+	89%-87%	3.5	4	4.5
B	86%-84%	3.25	3.75	4.25
B-	83%-80%	3	3.5	4
C+	79%-77%	2.8	3.3	3.8
C	76%-74%	2.4	2.9	3.4
C-	73%-70%	2	2.5	3
D+	69%-67%	1.8	2.3	2.8
F	66%-0%	0	0	0

Honor Roll

Students earning all A’s and B’s are eligible for Honor Roll distinction.

National Honor Society

Students having attained the 11th or 12th grade may apply for membership in the National Honor Society if they have attended Liberty Charter High School for at least the two semesters prior to application and have earned an unweighted g.p.a of 3.25 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 3.25 or better and continue to demonstrate the above characteristics and activities.

Withdrawal

If a parent wishes to withdraw or transfer a student from Liberty Charter High School, it is his/her responsibility to notify the Principal in writing. In some cases, the Principal may want to meet with the student’s parents as well.

Dropping Classes

From the time a student attends a class in which they are enrolled, they have fifteen school days in which to request to drop the class without impact on their GPA and transcript. If a student wants to drop a class after fifteen school days, they risk having a Withdraw on their transcript. Withdraws result in a 0 GPA for that course. Students are not allowed to drop classes after the midpoint in the semester.

AP Class Policy

All students taking an AP class must take the AP exam. There is a significant cost for each AP exam and a fee reduction for students who qualify for free/reduced lunch. AP exams must be ordered by mid-November per College Board policies. Students cancelling an exam after the November ordering deadline must pay a \$40 cancellation fee per College Board policies. Students not passing an AP class at the end of the first semester must move to the College Prep level of the course for the second semester and will be subject to the \$40 AP exam cancellation fee.

Minimum Enrollment Policy

All students must be enrolled in at least four credit bearing classes, delivered through LCHS and under LCHS supervision, per semester for a total of at least twenty credits.

Summer School Policy

Summer school courses cram a year’s worth of content and skills into about six weeks of roughly half days of school. Often, and depending on the program, summer school courses do not meet our academic standards. Consequently, we only recommend and endorse summer school for the following limited purposes: credit recovery for a previously failed class, credit for classes not previously taken in order to graduate on time due to insufficient credit in other courses already recovered, credit for courses in order to graduate a year early, credit for courses that will allow a student to take a unique set of courses (typically multiple AP courses) during the school year, credit for courses so that a student can participate in Leadership Council and not fall behind pace to graduate on time, and credit for PE only if a student has already passed that CA Physical Fitness Test and meets one of the previous criteria. There may be other unique exceptions that must be authorized by administration. To be awarded credit toward graduation, all summer school courses must be authorized by LCHS administration prior to enrollment in those summer school classes. Registration for summer school classes must be coordinated with LCHS administration. We do not authorize summer school in order for students to avoid taking the more rigorous equivalent course at LCHS during the school year nor to create a non-rigorous course load during the LCHS school year.

Concurrent Enrollment at Grossmont / Cuyamaca Community Colleges

All students may take college classes at Grossmont or Cuyamaca Community Colleges for concurrent enrollment credit (LCHS and college credit) under the following conditions. Students must be enrolled in at least four credit bearing classes, delivered through LCHS, at LCHS, and under LCHS supervision, per semester for a total of at least twenty credits as a condition for participating in the concurrent enrollment program. Concurrently enrolled courses would be in addition to the 20 semester credits in which students are enrolled directly through and at LCHS. Students must coordinate their enrollment in these concurrently enrolled courses with LCHS administration. The purpose of our concurrent enrollment partnership is to expand our course offerings to students, not exchange them for courses we provide. Students enrolling in these courses should plan on taking them online or at night as taking these courses during the school day is very difficult to schedule around their LCHS classes.

A GUIDE TO UNIVERSITY REQUIREMENTS

Selective universities, such as Harvard and Stanford, (“selective” universities accept well below 50% of applicants) expect incoming students to meet the following entrance requirements:

4 years of English, 4 years of Math, 4 years of Foreign Language (recommended), 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 mid50% of enrolled students is: Verbal 500 610; Math 500 590.

GRADUATION INFORMATION

Liberty Charter High School offers various pathways by which students may meet graduation requirements. The choice of the pathway depends on the post-graduation plans of the student and academic program in which he or she is enrolled. The plans are summarized below. The LCHS Academic Advisor will guide students as they plan for their future educational options. Parents are encouraged to partner with LCHS and the Academic Counselor as they plan for future educational success of their student in selection of the correct academic plan.

Students must complete a minimum of two years of physical education (20 credits). In order to meet the physical education graduation requirement after completing two years of PE, students must have also passed five of the six components of the California Fitness Test. If after two years of physical

education, a student has not passed the California Fitness Test, they will be required to take full years of physical education courses until they pass. Students who do not pass the California Fitness Test by the end of their senior year will qualify for graduation upon passing four years (40 credits) of physical education.

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

Subject	Credits	Subject	Credits
UC “b” English	40	UC “a” World History	10
UC “c” Mathematics	40	UC “a” US History	10
UC “d” Life and Physical Science	30	UC “a” American Government	5
Technology	10	UC “g” Economics	5
UC “f” Art	10	Physical Education	20
UC “e” Foreign Language	30	Electives	20
UC “a” Geography	10	Total:	240*

***In addition to these courses and credits, all students must pass senior exhibition with integrity in order to graduate with LCHS, participate in the LCHS graduation ceremony, and earn an LCHS diploma.**

Any “a-e” UC approved course taken beyond the minimum required by the UC also meets the “g” requirement. Any course taken in excess of the graduation requirement counts as elective credit. This diploma option exceeds the minimum UC a-g requirements.

Academic Pathway for general admission to UC and CSU schools and their equivalent

Subject	Credits	Subject	Credit
UC “b” English	40	UC “a” World History	10
UC “c” Mathematics	30	UC “a” US History	10
UC “d” Life and Physical Science	30	UC “a” American Government	5
Technology	10	UC “g” Economics	5
UC “f” Art	10	Physical Education	20
UC “e” Foreign Language	20	Electives	20
UC “a” Geography	10	Total:	220*

***In addition to these courses and credits, all students must pass senior exhibition with integrity in order to graduate with LCHS, participate in the LCHS graduation ceremony, and earn an LCHS diploma.**

Any “a-e” UC approved course taken beyond the minimum required by the UC also meets the “g” requirement. Any course taken in excess of the graduation requirement counts as elective credit. This diploma option meets the minimum UC a-g requirements.

General Pathway for admission to community colleges and the workforce

Subject	Credits	Subject	Credits
English	40	UC “a” World History	10
Mathematics	30	UC “a” US History	10
Life and Physical Science	30	UC “a” American Government	5
Technology (practical art)	10	UC “g” Economics	5
Fine Art/Foreign Language	10	Physical Education	20
UC “a” Geography	10	Electives	30
		Total:	210*

***In addition to these courses and credits, all students must pass senior exhibition with integrity in order to graduate with LCHS, participate in the LCHS graduation ceremony, and earn an LCHS diploma.**

Any “a-e” UC approved course taken beyond the minimum required by the UC also meets the “g” requirement. At least 10 of the mathematics credits are from UC “c” mathematics courses. Life and physical science requirements can be met by UC and non UC approved science courses. Any course taken in excess of graduation requirement counts as elective credit.

UC A-G REQUIREMENT DEFINITIONS

- a: history/social studies; 2 years required in world history and US history
- b: English; 4 years required
- c: mathematics; 3 years required in at least algebra 1, algebra 2, & geometry
- d: laboratory science; 2 years required in biology, chemistry, or physics
- e: language other than English; 2 years required
- f: visual and performing arts; 1 year required
- g: college preparatory elective; 1 year required through the equivalent of one year of an “a-f” course beyond these minimal requirements. The senior year American government and economics courses meet this requirement.

GRADUATION POLICIES

In order to graduate from LCHS and earn an LCHS diploma, students must meet at least the coursework and credit requirements of the General Diploma and pass Senior Exhibition.

Senior Exhibition

1. In order to present their senior exhibition, students must have each component of the exhibition signed off by an LCHS staff member. All components of the senior exhibition must be complete and approved before students can present.
2. Students must present their senior exhibition on the assigned day and time. Exceptions will be made only for documented emergencies. In the case of an emergency, students must reschedule and complete their presentation no later than three calendar days before the last day of school (i.e. if the last day of school is June 13, students would need to have completed their presentation by the end of the day on June 11) in order to participate in the graduation ceremony.
3. Every aspect of the senior exhibition is to be completed with integrity. Any student who displays a lack of integrity in the completion of their senior exhibition risks earning a failing grade for the exhibition and may not graduate from LCHS, earn a diploma from LCHS, or participate in the LCHS graduation ceremony. Examples of completing the senior exhibition with a lack of integrity could be, but are not limited to, falsifying information, forging documents, or misrepresenting the experiences, ideas, or words of oneself or another. If an integrity issue is verified, an individualized redemption plan* will be crafted and offered to the student that must be completed in order to graduate from LCHS, earn a diploma from LCHS, or participate in the LCHS graduation ceremony. Such students will also lose the privilege of attending senior activities such as Grad Night and Senior Ditch Day with no refund of pre-paid tickets.
4. For students who completed their senior exhibition project with integrity but failed their initial presentation, they will be provided the reasons why they failed and as many opportunities to re-present as is needed to pass. LCHS desires that all seniors legitimately pass senior exhibition with integrity. A student must pass the project and presentation portions of senior exhibition in order to graduate from LCHS, participate in the LCHS graduation ceremony, and earn a diploma from LCHS.
5. Students with IEP's will be afforded the appropriate accommodations as stated in their IEP during the completion of their senior exhibition.

Participation in the LCHS Graduation Ceremony

To participate in the LCHS graduation ceremony, a student must meet **both** of the following criteria:

1. have earned enough credits to be at least within 20 units of meeting the LCHS credit graduation requirement at the conclusion of a student's senior year
2. have completed and passed senior exhibition with integrity

Students who do not meet LCHS graduation requirements upon the conclusion of their senior year

Any student who does not meet LCHS graduation requirements upon the conclusion of their senior year, whether due solely to failing senior exhibition or not, will need to enroll in an adult school or other high school and meet that school's graduation requirements as these students will earn a diploma from the adult school or other high school in which they enroll.

Participation in Grad Night and Jr/Sr. Prom

1. Participation in Grad Night and Jr/Sr. Prom 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 Jr/Sr. Prom.
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 Jr/Sr. Prom 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.

Internship

For the class of 2020 and beyond, students will need to complete at least 5 credits of internship to meet the LCHS graduation requirements. This includes completing a resume, an interview, a financial literacy course, 50 hours of an internship, and a formal reflection of their internship experience. The internship hours can be completed over a summer if previously approved by the internship coordinator. Most of this course is completed independently and outside of the regular class schedule. Students are encouraged to complete this graduation requirement during their junior or senior years. The goal of the internship requirement is for students to intentionally explore a career in which they have interest.

LCHS Graduation Award Policies

Scholar / Athlete Cord (Green): A graduating student must complete six full seasons on any LCHS varsity athletic team over the course of four consecutive school years beginning with a student's enrollment in the ninth grade.

Leadership Council Cord (Kelly Blue): A graduating student must have served on, and remained in good standing with, the LCHS Leadership Council for three complete school years.

Yearbook Cord (Red): A graduating student must have served on, and remained in good standing with, the LCHS Yearbook team for two complete school years.

National Honor Society (Gold): A graduating student must have been accepted into National Honor Society and have remained in good standing for at least one school year, including their entire senior year. Good standing requires maintaining the necessary GPA and character and organizing one community service activity per semester and participating in an additional community service activity each semester by the deadlines and parameters established by the NHS co-ordinator.

California Assessment Achievement (Light Blue): The cord honors all LCHS students who earned a total of 9 points on the three state assessments taken in their junior year, signifying an average passing score on all three assessments.

Summa Cum Laude Cord (Blue/Gold/White): At the conclusion of the first semester of a student's year of graduation, a graduating student earned a weighted GPA of at least 3.90.

Magna Cum Laude Cord (Blue/Gold): At the conclusion of the first semester of a student's year of graduation, a graduating student must have earned a weighted GPA of at least 3.80.

Cum Laude Cord (White): At the conclusion of the first semester of a student's year of graduation, a graduating student must have earned a weighted GPA of at least 3.70.

Harry Truman ESLR Award (Dark Gold): The graduating student who best exemplifies the Responsible Community Leader defined as ethically sound participation in school functions, clubs, committees, and voluntary community service opportunities that contribute to the success of others.

Abraham Lincoln ESLR Award (Orange): The graduating student who best exemplifies the Effective Communicator defined as effective communication in distinct situations, solution-and-results driven involvement in community service, and informed participation in the democratic process.

Harriet Tubman ESLR Award (Light Green): The graduating student who best exemplifies the Self-Directed Learner defined as the ability to make informed and responsible decisions, to integrate multiple uses of technology in various contexts, to systematically pursue personal goals, and to adapt to a wide array of professional and cultural settings as a result of exposure to events outside the learner's immediate community.

Joshua Chamberlain ESLR Award (Royal Blue): The graduating student who best exemplifies the Literate Citizen defined as fluency and skilled ability with the written and spoken word as well as with technology, mathematics, science, media, history, the arts, and contemporary culture.

Anne Frank ESLR Award (Maroon): The graduating student who best exemplifies the Values-Conscious Thinker defined as the ability to analyze the accuracy and context of information and make decisions consistent with one's analysis and values in order to successfully contribute to family, community (local, national, international), and career.

Life Long Learner Award (Medal): The graduating student who was continually enrolled at LFCS since Kindergarten without missing more than one school year of enrollment at LFCS from kindergarten through twelfth grade.

Liberty Scholar (Sash): The graduating student who demonstrated the highest academic achievement while best exemplifying the values of Respect, Responsibility, and Integrity and modeling all of the ESLRs.

Darl Miller Scholarship (Monetary award): This award is given to a student that although life may have been difficult, has found the inner strength to succeed and "turn it around".

DRESS CODE

Dress and Grooming Regulations

Students are to concentrate on cleanliness, neatness, good taste, and safety. The regulations listed below are to be observed by all students at all times.

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 the LCHS logo and hoods of dress-code compliant outerwear may be worn outside only.

Jackets/Coats/Sweatshirts. Must be solid navy blue, grey, or black with no logos other than those designed by the school. All jackets, coats, and sweatshirts must be worn over a prescribed dress shirt. LCHS team issued outerwear may be worn as prescribed dress

Pants/Shorts. Only chino-style khaki, navy or black pants/shorts are to be worn. Boys pants must have no outside pockets such as found on jeans. Trousers are to be worn at least ankle length but not touching the ground. The hem must not be frayed or ripped. It is not permissible to cut the leg seam. Pants and shorts must be worn at the waist, not at the hip. Boys may not wear girls' articles of clothing and girls may not wear boys' articles

of clothing. No cargo pants or shorts are allowed. All shorts must have a minimum inseam of 7 inches for both boys and girls. Leggings are not allowed to be worn as pants.

Shirts. On any school day, students may wear either a solid color polo-style shirt in black, white, grey, red, dark purple, bright pink (girls only), maroon/burgundy, forest green or navy blue with no more than three buttons or any school issued t-shirt. All undershirts, tanks, and camis worn underneath a dress code compliant polo or t-shirt must be tucked in and not visible at any time. If a student wears long sleeved clothing beneath a dress code compliant polo or t-shirt, it must be one of the solid polo shirt colors. No logos or designs apart from those of LCHS are permitted. On game days, athletes may wear their LCHS team t-shirt or game jersey as an entire team and under the direction of their coach, athletic director, and/or school administration.

Skirts/Shorts. (Girls only) Khaki, navy or black skirts/shorts must be the appropriate size and must be worn no shorter than 5 inches above the knee. Students may lose the privilege of wearing skirts if they refuse to wear them at this minimum length. Solid color leggings of the same colors as the approved polo shirts are permitted only if worn under a skirt. Leggings are not allowed to be worn as pants.

P.E. Uniforms. PE uniforms (t-shirt and shorts) are mandatory for participation in PE. All students must wear the PE uniform to all PE classes. Closed-toed athletic shoes are also required for PE. Sweatshirts and sweatpants are optional but must be solid navy blue, grey, or black with no logos, stripes, or designs other than those issued by the school. Sweatshirts and sweatpants can be purchased anywhere as long as they meet the requirements listed above. The PE uniform is available for purchase through the school under the direction of the PE teacher.

Sweaters. V-neck pullover, crew-neck pullover or cardigan in solid black, navy or grey may be worn. All sweaters must be worn with a uniform shirt underneath.

Casual Dress Days

The Principal authorizes and approves all Casual Dress Days. They may reflect a particular holiday and/or theme; however, the following guidelines are to be observed on all Casual Dress Days:

Boys and girls are permitted to wear clean, non-ripped, modest fitting blue jeans and the school issued class color T-shirt.

Any student, who has doubt about what to wear, should simply not wear it.

Unless a student must change out of a prescribed dress for a supervised

school related activity such as a Liberty team athletic practice, all students must remain in prescribed dress clothes while on campus. Students are not allowed to change into non dress code clothes at the conclusion of a day’s classes for a non-school related off-campus activity.

Professional Dress Days

At times during the school year, students may be required to dress more professionally than on a typical day of school. Such days would include certain field trips, class presentations, and/or mock or actual interviews. Families are not required to purchase a specific pant, shirt, or skirt from a specific provider at the beginning of the school year. Prior to events / activities that necessitate professional dress, teachers will communicate to students and parents the kind of professional dress required for that specific event. Typically, such professional dress includes button down full length sleeved shirts, ties, belts, dress slacks, and dress shoes for boys and blouses, skirts, dresses, dress slacks, and dress shoes for girls. In general, professional dress refers to clothing one would wear to a formal business event.

Dress Code Violation Policies

Students not conforming to the appropriate prescribe dress policies as outlined in this handbook will be sent to the office to contact their parent/guardian to bring the student dress code compliant clothes. Loaners may be provided the student in the case of emergencies but only upon the provision by the student of collateral. The student’s cell phone is the preferred collateral. Upon the third dress code violation, loaners will no longer be provided. Students out of dress code and unable to be in dress code must be picked up from school immediately by a parent or guardian. A conference with the Vice Principal, parent, and student must follow the third dress code offense. The student will be placed on a behavior contract. Repeated and willful dress code violations will be considered defiance and will be grounds for dismissal from Liberty Charter High School.

Dress Code regulations will be enacted according to the interpretation of the Administration of Liberty Charter High School. PLEASE NOTE: Liberty Charter High School reserves the right to deny the wearing of any objectionable or offensive items on campus or at school functions at any time.

Miscellaneous and Personal Belongings Allowed

Backpacks, book bags, calculators, and other necessary classroom and/or athletic materials or equipment.

Phone-Free Policy

LCHS is committed to maintaining a phone-free environment. Each student is assigned a personal Yondr Pouch, which is considered school property. Students are required to bring their Yondr Pouch to school every day and ensure it remains in good working condition. Students must adhere to the Daily Process outlined below.

Daily Process

As students arrive at school, they will:

1. Turn off their phone.
2. Place their phone inside their Yondr Pouch and secure it.
3. Store their Yondr Pouch in their backpack for the day.

Students arriving late or leaving early will pouch/unpouch their phones in the front office.

ATTENDANCE POLICY

It is the intent of Literacy First Charter School to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or LFCS policy. In the event of an absence, the parent/guardian should contact the office as soon as possible.

A student’s absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. “Immediate family” shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student’s immediate household.
5. Participation in religious instruction or exercises in accordance with LFCS policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student’s absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence to the school office. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student’s parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student’s home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, LFCS staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider’s note of illness will be accepted for any reported absence. When a student has had 10 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider’s note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students’ learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Unverified Absences/Truancy

Students shall be classified as truant if the student has unverified absences from school for three full days in one school year, or if the student is tardy for more than any 30-minute period during the school day without a verified excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

Truancy Process:

1. Two (2) consecutive unverified absences will result in a call home to the parent/guardian by the Principal or designee. The student’s classroom teacher may also call home.
2. A call home will also be made on the third (3rd) and fourth (4th) unverified absences, regardless of when they occur, by Principal or designee. In addition, the student’s classroom teacher may also call home and/or LFCS may send the parent an e-mail notification. In addition, upon reaching three (3) unverified absences in a school year, the parent/guardian will receive “Truancy Letter #1” from the LFCS. This letter must be signed by the parent/guardian and returned to the LFCS. This letter shall also be accompanied by a copy of this Attendance Policy.
3. Upon reaching seven (7) unverified absences, the parent/guardian will receive “Truancy Letter #2 – Conference Request,” and a parent/guardian conference will be scheduled with the Principal and classroom teacher to review the student’s records and develop an intervention plan/contract. The parent may be asked to sign an attendance contract during this meeting. In addition, LFCS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unverified absences, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a “Habitual Truancy Re-classification Letter #3,” and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of the Executive Director and at least two certificated employees of LFCS who are not teachers of the student. The SART panel will discuss the absence problem with the Parent/

Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

- a. The SART panel shall direct the parent/guardian that no further unverified absences or tardies can be tolerated.
 - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. After school detention program
 - iv. Required school counseling
 - v. Loss of field trip privileges
 - vi. Loss of school event privileges
 - vii. Required remediation plan as set by the SART
 - viii. Notification to the District Attorney
 - c. The SART panel may discuss other school placement options.
 - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student's district of residence.
 7. For all communications set forth in this process, LFCS will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update LFCS with any new contact information.
 8. If student is absent ten (10) or more consecutive school days without a verified excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to LFCS's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.

Parent failure or refusal to participate in the process does not prevent LFCS from moving forward with its procedures.

Frequently Asked Questions (FAQ) For Parents:

1) How do I report absences?

Each and every absence must be reported **to the front office** of your student's school. It is best if you call the school as soon as you know your child will be absent. You may have your child bring a note to give the office.

It is great when you communicate absences with your child's teacher, however in order for the absences to be reported you **must** communicate with the front office.

2) What does truancy mean?

Truancies are unverified absences by law. State law defines a truant as a student who has had at least 3 full or partial days of unverified absences including unverified tardies over 30 minutes, in one school year.

3) How long do I have to clear my child's absence?

It is preferred that parents call the school as soon as they know their child will be absent, but parents have **5 school days** to clear the unverified absence before it is recorded as a truancy.

4) Can I get these truancy codes removed after 5 days?

Absences after the 5 day limit has passed cannot be corrected.

5) Are tardies considered truancies?

There are two different kinds of tardies. The first type of tardy is coded **D** on your child's attendance, it means that they are less than 30 minutes late. **D** tardies are not considered a truancy. The second type is a **G** tardy, it means that your child was more than 30 minutes late and was unverified. A **G** tardy is considered to be a truancy. Tardies that are verified will not count against your child in regards to truancy.

Arrival Policy

Students may not arrive to school more than thirty minutes prior to the beginning of school, unless prior arrangements have been made through the office and a specific teacher.

Pick Up Policy

Parent(s) or guardian(s) are expected to pick their student up from school promptly at the conclusion of their school day's activities. To remain on campus after school, students must be participating in a supervised school related activity. If students are not participating in a supervised school related activity after school, they should be picked up from school no later than 4:30 p.m. when supervision of students in non school related activities ends. After 4:30 p.m., unsupervised students may need to leave campus and be picked up off campus.

ALL OTHER ABSENCES ARE UNEXCUSED.

Parent Personal Excuse Limit

Parents may personally excuse up to 10 absences in accordance with our definition of “excused absences.” A doctor, law enforcement officer, or other such person of authority will be required to excuse subsequent absences. Whenever possible, parents should obtain verification of student absences from doctors, law enforcement offices or other such people of authority

Procedure for Returning to School after Absences

Parent or Guardian (not the student) should notify the school attendance office by 10:00 a.m. of each day the student is absent. When the student returns to school, he/she should bring a LFCS-Absence Verification Card or note signed by the parent or guardian to the office before school upon their return. Any absence should be cleared within 72 hours. Liberty Charter High is required to keep on file a note signed by the parent/guardian or an Absence Verification Card. Both notes and/or cards must be legible and written in ink.

A valid note should include:

Full name of student

- Date(s) or time of absence
- Specific Reason for absence
- Telephone numbers where both parents/guardians may be reached (Home and Work)
- Signature of parent or guardian

If a student does not provide the office with a note, he/she will be marked truant.

**Liberty Charter High
Absence Verification Card**

NAME OF STUDENT _____ GRADE _____

First Date of Absence _____ 20 ____ Total Days Absent _____

Last Date of Absence _____ 20 ____

Reason _____

(if illness, specify nature of illness) (Specific Reason) _____

Parent/Guardian Signature _____ Date _____

Home Phone _____

Work Phone _____ (Mr., Mrs., Guardian) -circle one-

Note: Each absence verification shall be completed immediately upon the student’s return to school.

Verification of Absence

This absence was verified by : _____ Note; Left Message; _____

Home Call*; Completed _____ On _____ 20 ____

Name/Relationship of Person Reached _____

HS Employee _____

Procedure for Leaving Campus before Dismissal

After their arrival on campus in the morning, students may NOT leave campus until dismissal. Students leaving campus without permission are considered truant and will be placed on probation and face other disciplinary consequences.

- A student who wishes to leave campus after arrival (for example, if a parent/guardian is picking him/her up for a dental appointment) must bring a Liberty Charter H.S. Off Campus Pass, copies of which are obtained from the office, or a note from a parent/guardian to the office before 8:45 a.m. of the same appointment day, stating the time and reason for taking the student out of school. The office may call home to verify the note and the Principal will issue a “Pass” to the student, the student needs to present the pass to the classroom teacher at the designated time. The parent/guardian reports to the office to sign the student out.

- If your student comes back to school, they must report to the office returning the off-campus pass. If your student fails to do this, he/she will be marked absent for the rest of the day.
- Students who leave campus without an off-campus pass will be considered **truant**.

Vacations

Liberty Charter High School recognizes the importance of family time and family vacations. However, for the sake of the students, parents are strongly encouraged to schedule family vacations outside of the academic calendar so that students do not miss important classroom instruction time that is impossible to make up. IF this scheduling is not possible, please make arrangements at least one week prior to the absence to have an “independent study” contract secured to insure that the student will not fall behind.

Tardy Policy

Students are expected to arrive on time to all of their classes every day. Tardies represent a disruption to the learning environment of a classroom, a violation of school rules, and ultimately, defiance of the teacher’s expectation of punctuality. Students accruing two or more unexcused tardies to class per week will earn disciplinary action to include, but not limited to, lunch detention, parent notification, lowering the participation and conduct grades outlined in the class syllabus. Students who are excessively tardy to classes (10 tardies or more for a semester class) are going to be assigned Friday afternoon school, as assigned by the Principal

Parent(s) or Guardian(s), please help hold your student accountable for prompt arrival to all classes by checking their attendance record on the parent portal daily. If a student arrives late to school, he/she must obtain a late-slip from the Office. Tardiness of more than ten minutes from any class is considered an unexcused absence and may be subject to a detention. Excessive tardies will result in an appearance before the Attendance Review Board.

Reasons for excused tardies are illness or medical/professional services appointments verified by note from the respective office.

Tardies before school are given to students who are late arriving to school in the morning. School begins promptly at 8:30 am. A student who is not in his/ her classroom, sitting in a desk, by 8:30 am will be considered tardy. Students arriving at school after 8:40 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 8:30 am.

Tardies between classes: Students have five minutes in order to travel from one classroom to another. Students who take longer than five minutes will receive an unexcused tardy from the teacher and may be assigned teacher detention.

Any student who earns 4 or more unexcused tardies to any class in any grading period (4-5 school weeks), will earn an Unsatisfactory conduct mark. Any student with one or more unsatisfactory conduct marks on a progress report or report card is deemed ineligible for athletics and other competitive extra-curricular activities.

Truancy

Students absent from any class or activity period, without permission, or students who leave campus after arriving without permission are considered truant, even if they return to campus in time for class.

Passes

All students must carry passes verifying their authorization to be out of class during class time. Passes are issued by the teacher/principal as necessary. No student is to report to the office without a pass, not even between periods.

Attendance Review Team

The Attendance Review Team is composed of the Principal and designate(s). The Principal convenes this team when a student accumulates an extraordinary number of absences and/or tardies. This team may, among other things, recommend terms of student attendance, probation, duration of suspension or withdrawal from school. The student’s attendance is mandatory and at least one parent must be present.

Attendance in all classes for which a student is registered is an essential part of meeting the requirements to pass each course. Students will not receive credit for a registered course if they have more than 7 excused or unexcused absences in one semester. Excused absences include illness, illness or death in the family, funerals, medical or dental appointments, court appearances, or other absences as designated by the

Principal. Unexcused absences include, but are not limited to, truancy, leaving school without permission from the office, car problems, or oversleeping. Students may clear an excused or unexcused absence by completing all the work, within two weeks of the absence, for the missed class through an independent study contract. Independent study contracts are available in the office. All planned absences should be covered by an independent study contract for each class for each day absent.

Independent Contracts

If a student has a planned or unplanned absence that lasts three or more days, the student is eligible for an independent contract. This will be created electronically and sent to the student’s school email address. In order to earn attendance credit, the student must complete all the work on the contract and turn the work in to the office. The office staff will submit the work to teachers for grading. The office must keep a record of the graded work.

Students should turn in all the work on the contract to the office the day they return to school or within two weeks of their return to school. If a student has an outstanding independent contract they may not be eligible for a subsequent contract.

CODE OF CONDUCT

At all times, students are expected to conduct themselves and behave in a respectful, non-violent, and legal manner that promotes the academic and character growth of their fellow students. Liberty Charter High School’s discipline plan is based on significant consequences and parent involvement in order to foster personal responsibility, accountability, character improvement, and leadership development.

Teachers are responsible for the day-to-day discipline in their classrooms. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Friday Afternoon School

Administrators may assign Friday Afternoon School to students who have missed enough school or schoolwork to put them in jeopardy of not earning credit for a course. The purpose of Friday afternoon School is to support students in achieving their academic goals and will occur at least once per quarter from 1 pm - 4 pm on campus. Students must bring school work to Friday Afternoon School where they will be expected to meaningfully complete assignments. In certain cases, parents may be required to attend Friday Afternoon School with their student.

Friday Afternoon School Expectations:

- All rules of Code of Conduct will be enforced.
- Friday Afternoon School hours are 1 pm - 4 pm
- Students are expected to bring enough schoolwork to keep them busy for the entire three (3) hours.

FRIDAY AFTERNOON 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 Friday Afternoon School.

School Sponsored Extra-Curricular Activities

All participation in all school sponsored extra-curricular activities is dependent upon administrative approval. All students are expected to behave in accordance with the overall code of conduct while attending or participating in any school sponsored extra-curricular activity. Violators of the code of conduct while at a school sponsored extra-curricular activity are subject to teacher or administrative detentions, parent notification, a Student Discipline Board meeting, probation, suspension, expulsion, and/or legal prosecution.

Lunch

While on their lunch break, students are expected to remain in the designated eating and bathroom areas. Students are expected to leave the bathroom promptly after its intended use and return directly to the eating area. Students are expected to obtain and eat their food in a courteous and respectful manner and be responsible for keeping their eating area clean at all times. Violators of these expectations are subject to teacher or administrative detentions, parent notification, a Student Discipline Board meeting, probation, suspension, expulsion, and/or legal prosecution.

Students may not order lunch through private vendors and delivery services, without the approval of school administration, as doing so is a violation of the LCHS cell phone policy and presents a material disruption to class time and learning.

Individual Sales

Individual students are prohibited from selling any product or service on campus or during school sponsored events for their own personal profit. Any individual student wanting to sell a product or service as part of a fundraiser for a team or organization must obtain permission from the administration before any sales may take place on campus or during school sponsored events.

Progression of Disciplinary Procedures

After repeated offenses, the student’s parent/guardian will be notified by telephone. At this time a meeting will be held with the student and parent/guardian. Both must be present. A personal behavior contract will be made out and signed by the parent/guardian, student, and Principal outlining the expected behaviors and the manner in which to reach that goal. A timeline for goals to be met will also be included.

Parents/guardians may at any time request a conference with the Principal to discuss their son/daughter’s behavior.

Serious offenses will be handled on an individual basis. For these, it is not necessary to follow the above procedures. Contact with parent/guardian will be made immediately.

Disciplinary probation

Disciplinary probation refers to a period of time determined by the Principal, during which a student’s behavior is monitored and evaluated to determine the student’s right to remain at Liberty Charter High School. The

Disciplinary Probation period is a positive attempt to help the student realize that all choices carry consequences. Therefore, this period is designed to help the student correct his/her behavior. After suspension, a serious, and/or repeated disciplinary problem, the parent/guardian, student, and Principal will sign a probation contract. Failure to adhere to the terms of the contract may result in dismissal from school. A growth plan should be included in this process.

- Restriction from specified school sponsored activities.
- Principal/Student conference and contract with parent signature is required
- a) **Probationary Term** The Disciplinary Probation term officially begins with the issuance of the probation notice. The length of probation will be determined by the Principal and may be extended for any violation listed under conduct and behavior.
- b) **Violations** of the probationary conditions will result in a nine-week extension of probation.

Suspension

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his/her behavior and a possible pattern of behavior that will be more positive.

A student serving *on campus suspension* reports to school at the regular time in full uniform. Each teacher will give the student written assignments that s/he must complete under the direct supervision of the Principal. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room.

Suspension Offenses: A student may be suspended for any of the following acts:

- Theft, destruction or defacement of school or personal property during school hours or during school sponsored events. Parents will be held financially responsible.

- Defiance, disrespect or abuse of school authority
- Harassment
- Hazing
- Fighting
- Profanity or vulgarity in word or gesture
- Narcotics possession or use (marijuana, dangerous drugs or other harmful substances)
- Smoking or possessing tobacco products on campus or at school sponsored events
- Being under the influence of or possessing alcohol or any controlled substance at school or any school sponsored event
- Writing on, tagging, or defacing school property
- Any infraction not listed but considered sufficiently serious by the Principal and/or the Principal

Student Discipline Team

The Discipline Team is an advisory committee to the Principal. The Principal convenes the board when needed, is Chair, and is a non-voting member. It is the responsibility of the Principal to have available all pertinent materials for each gathering.

The Discipline Team convenes when a student commits a serious violation of the discipline code or has broken the terms of his/her particular Contract (Attendance/Academic, Personal, Disciplinary Probation). The Team recommends to the Principal its conclusion(s). It may recommend disciplinary action, terms of probation, suspension duration, and withdrawal from the school or expulsion. At least one parent/guardian and the student must be present.

The Principal may meet with the Discipline Team for advice, review and evaluation of the Discipline Code and submit any recommendations to the Principal for approval.

The Principal appoints members to the Discipline Team.

Expulsion – Dismissal from School

A student may be dismissed from Liberty Charter High School for any of the following major violations or repeating any violation listed under suspension:

- Possession or use of any weapons or firearms on school premises or at school sponsored events
- Providing or selling narcotics of any kind (immediate expulsion)
- Inflicting or causing bodily harm to any person on campus
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting

- Theft of, tampering with, or unauthorized handling of a teacher’s gradebook, textbook, handbook, keys, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Any infraction considered sufficiently serious by the Principal

Management will meet with the Principal, the discipline Board and potentially the student. If Literacy First Schools Management supports the decision of Liberty Charter High School, that decision can be appealed to the Literacy First Schools Board of Directors. Additionally, parents can appeal a suspension or expulsion prior to the suspension or expulsion by immediately informing the Principal of their desire to appeal the suspension or expulsion. A meeting will occur as soon as practically possible between the principal, the parent and the appropriate representatives from Literacy First Schools Management. The suspension or expulsion will not occur until the appeal has been heard and ruled upon by the appropriate representatives of Literacy First Schools Management.

Rehabilitation plans

Pupils who are expelled from Liberty Charter High School shall be given a rehabilitation plan upon expulsion as developed by Liberty Charter High School’s governance council at the time of the expulsion order which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Liberty Charter High School for admission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school’s governance and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of Liberty Charter High School at the time the pupil seeks readmission.

School’s right to search

Desks or any type of storage place provided for student use are, and remain at all times, property of Liberty Charter High School. These areas and the contents, therefore, are subject to a random search at any time, pursuant to school policy. Administrators are authorized to conduct reasonable inspection of school property or of students and items brought upon school grounds, including vehicles, when there is reasonable cause to believe that a student may be in possession of evidence that a law or a school rule has been violated.

In addition, ***the contents of a cell phone and social media account may be searched if there exists a reasonable suspicion*** that they may have been used in an activity prohibited by Liberty Charter High School’s code of conduct as defined above.

LCHS contracts with a canine unit to inspect the campus for alcohol, illegal drugs, and gun powder. If a dog alerts to a student's backpack, the student is brought to the office were an administrator and the dog's handler conducts a search of the backpack, any other bags in the student's possession, the student's pockets, and their shoes. If illegal substances are found, law enforcement is called. After all searches, regardless of what was or was not found, parents of searched students are confidentially notified of the search and its results.

PROCEDURES TO RESOLVE PARENT / TEACHER DISAGREEMENTS

Whenever a complaint is made directly to the Literacy First Management Board as a whole, a Board member as an individual, the Principal of Liberty High School or another administrator, it will be referred to the Liberty High School Principal. A teacher who is the object of a complaint will be informed promptly.

Direct Conversation: If a parent or community member (complainant) has a disagreement or misunderstanding with a teacher, the complainant should address the concern to the specific teacher directly involved with the circumstances surrounding the concern. The staff member will meet with the parent as soon as possible, but in no case longer than five calendar days after the teacher has been notified of the concern (subject to change by mutual agreement).

Finding of Fact and Possible Resolution: If the complainant or the teacher is not satisfied with the outcome of the Direct Conversation, or the complainant or teacher is unwilling to meet independent of an administrator, a meeting with the teacher, appropriate administrator and complainant will be arranged at a mutually convenient time, but in no case more than five calendar days after the meeting of the Direct Conversation. This step is to be informal and verbal and is intended to resolve the disagreement or misunderstanding. No further action will be taken beyond this Finding of Fact and Possible Resolution unless the complainant submits in writing a signed and dated statement of facts giving rise to this concern, the name of the teacher involved and the remedy sought.

Formal Process: If a complainant’s concern is not satisfactorily resolved at either the first or second level, the complainant should then refer this concern to the Literacy First Management Board in writing. At that time

another meeting will be arranged at the convenience of the complainant and staff member directly concerned, but in no case more than ten calendar days (subject to change by mutual agreement). The staff member has the right to be at all meetings with or without a representative as he/she so determines. Copies of the disposition will be sent to the board.

Dispositions: Dispositions at the conclusion of the Formal Process will be sent in writing to all parties within ten calendar days of the meeting with reasons stated.

Repeat Concerns: If a complainant believes there has been a repeat of the previous concern, they may go directly to the Formal Process.

DRIVING POLICY

Student-athletes, regardless of age, may not drive other student-athletes to or from a practice, contest, or LCHS-sponsored athletic event.

Only parents may drive athletes to and from practices, contests, or LCHS-sponsored athletic events if they have submitted proof of the required insurance coverage and a current driver's license.

Any student operating a Motor Vehicle on the Liberty Charter High School Campus will, AT ALL TIMES:

- Drive only vehicles registered in the student's or parent's name, with proof of insurance in the vehicle, and drive only when in possession of a valid California Driver's License.
- Obey the maximum speed limit of 10 miles per hour while driving on school property.
- Obey all regulations of the Motor Vehicle Code concerning driving and parking, including restrictions placed upon various levels of the California State Driver's license as granted to individual students.
- Park his/her vehicle in the designated student parking area(s) – unless otherwise directed by the Principal or other appropriate school employees.
- Never leave his/her vehicle in the parking lot(s) overnight except with the permission of a Liberty Charter High administrator.
- Ensure that his/her vehicle is properly maintained and in good operating condition.
- Keep a vigilant eye open for pedestrians and other vehicles while driving.

Any Student Operating a Motor Vehicle on the Liberty Charter High School Campus WILL NOT, at any time:

- Drag race or exhibit any form of speed exhibition, including the skidding of tires.
- Loan his/her car to any other student and/or drive the vehicle of any other student.
- Store any contraband, stolen merchandise, or other illegal item(s) in his/her vehicle.
- Provide rides for other students without written, mutual permission of all parents concerned or if the driver's license prohibits this action.
- Use his/her vehicle to transport off-campus any student (including himself or herself) who is truant or violating the closed campus policy.
- Use his/her vehicle to violate the Charter School's closed-campus policy.

Consequences for Violation(s) of this Policy

- Citation for Vehicle Code violations by a peace officer.
- Suspension of driving privileges as determined by the Principal based upon the seriousness of any incident and the number of such incidents. Driving suspensions can span from one day to one school year.

Please note that Liberty Charter High is not liable or financially responsible for any theft of any items.

COMPUTER USAGE POLICY

This policy is for management and usage of computer resources owned and operated by Liberty Charter High School. The policy indicates what privileges and responsibilities are characteristic of acceptable computer usage. **Violators of computer resources use policies will lose computer access privileges. Families will be held financially responsible for the loss of or damage to school-issued laptop computers.**

Guiding Principles for Responsible Computer Usage

1. Users assume an affirmative obligation to seek answers from appropriate computer personnel for any questions concerning the ethical or legal use of computer facilities.
2. Unless noted to the contrary, data files should be considered private and confidential.
3. Users are responsible for knowing regulations concerned with copying software and may not use the school's equipment, materials or software to violate the terms of any software license agreement. Duplication of

computer materials and software without proper authorization from the holder of the copyright is prohibited.

4. The school’s computers, materials or software may not be used for unauthorized commercial purposes or monetary gain.
5. The school’s computers may not be used to play games or transmit material via any media that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
6. Users may not use the electronic information services to plagiarize another’s work. Credit is to be given to the person(s) who created the article or idea.
7. Users may not vandalize computer resources or the electronic information services in any form. Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy school equipment, electronic information services or the data of another user.
8. Liberty Charter High School reserves the right to monitor computer and/or electronic information services activity in any form seen fit to maintain the integrity of the computer equipment, the school’s network services and/or the Internet web site.

Concerning Internet Usage

Reasonable precautions are established to prevent access to pornography, “hate groups,” and other non-educational Internet sites. Such precautions include, but are not limited to, an Internet router system, which scans and limits access to Internet sites, a monitor scanning software allowing the instructor to view each student monitor from the instructor’s monitor and instantly blank, lock, or deactivate the student’s system. Any student intentionally attempting to or bypassing these precautions will be denied computer access. The discipline board or school officials will determine other administrative disciplinary actions. **The student and his/her parents accept responsibility for the student’s on-line actions.** All other disciplinary policies of Liberty Charter High School apply to the use of technological resources.

Concerning General Usage

Liberty Charter High School will report suspected criminal activity to law enforcement authorities. Criminal activity includes, but is not limited to: defamation; obscenity; discrimination; violation of copyrights, trademark and/or licenses, and/or violation of other rights arising under the law.

Students are encouraged to remove any “personal” information stored on Liberty Charter High School computers. Generally, Liberty Charter High School will delete information left on computers/networks.

Social Media. While using social media sites, LCHS expects students to treat others respectfully, responsibly, and with integrity. Any mistreatment of fellow students, staff members, parents, or other members of the LFCS community on any social media site will be considered as if it occurred on campus, will fall within the disciplinary jurisdiction of the school, and will be subject to the full extent of the LCHS discipline policy.

HARASSMENT POLICY

Liberty Charter High School is committed to providing a learning environment that is free from harassment of any kind. Harassment of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

A charge of harassment shall not, in itself, create the presumption of wrongdoing. However, substantiated acts of harassment will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual’s race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities and also on social media if the harassment impacts the students at school. It includes, but is not limited to, any or all of the following:

Bullying

A decision to hurt another resulting in repeated hurtful acts within a power imbalance where the aggressor finds enjoyment through the unjust and hurtful use of power while the target experiences a sense of oppression. The motives for bullying can be, but are not limited to, bias and/or hate. Bullying acts can be physical, verbal, psychological, sexual, direct, and/or indirect.

Verbal Harassment

Any written or verbal language or physical gesture directed at an administrator, teacher, staff member, or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.

Visual Harassment

Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures.

Sexual Harassment

Includes unwelcome sexual advances, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual’s academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of Liberty Charter High School to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student must report the harassment to the Principal.
2. The student alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.
3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.
4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.
5. If the complaint is against a nonemployee or nonstudent, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

ADDITIONAL POLICIES

CAASPP and CAST Assessments

Every Spring, students in grades 3-8 and 11 will participate in the California Assessment of School Performance and Progress (CAASPP) in language arts and mathematics. Students in grades 5, 8, and last year of high school science will participate in the California Science Test (CAST). Testing will take place during the month of May with make-up testing scheduled for early June. At LFCS, test results are just one way to look at how well our students are doing. Your child’s participation is very important as we use the results to find areas in which students will need help in the next school year. Our test results are also used by both the state and our authorizer, San Diego County Office of Education, as one way to measure our success as a school. It is important to note that the test results are not used to determine whether a student moves to the next grade. We expect all students to participate in the assessment and work to the best of their ability.

Student score reports will be made available at the beginning of the following school year. Pursuant to California Education code section 60615,

parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. If you would like more information about CAASPP, please visit the California Department of Education CAASPP website at www.cde.ca.gov/ta/tg/ca/.

ATHLETIC ELIGIBILITY

Athletics

LCHS athletics is a purpose-based program where student-athletes are connected to transformational coaches in a culture of belonging for their social-emotional and character development. Our athletes should be better people when they leave our program than when they started.

Eligibility

LCHS prioritizes the academic success of student-athletes. Being on a team is a privilege earned in the classroom, not a right. Eligibility is determined at each progress report and the end of the semester. Fall sports eligibility is based on the previous school year’s final report card. To remain eligible for each grade report, LCHS athletes must meet the following requirements:

- Have a minimum 2.0 GPA
- Be passing all classes (No F’s)
- If students receive an F in a class, they may return to practice once the F is raised to a passing grade (D or higher). Incomplete grades are considered failing grades for the determination of athletic eligibility.
- Have acceptable conduct in every class (No U’s)

If students receive a U in citizenship, they may continue to attend practices but will be ineligible to participate in games/meets until the next grading period.

Students with a U in citizenship due to three or more tardies in any class will be allowed to practice but cannot participate in games/meets for two weeks. At the end of the two weeks, pending no additional earned tardies, students may begin participating in games/meets.

LCHS athletics provide a powerful context within which participants shape their individual character and the school’s culture to exemplify respect, responsibility, integrity, courage, perseverance, and leadership as they train and compete to the best of their ability.

LCHS Lettering Policy

Student athletes / competitors earn varsity letters based on fulfilling at least the following general requirements. In addition, coaches may have more

specific requirements for athletes to fulfill in order to earn a varsity letter in a given sport.

1. By the end of the CIF or competitive season, an athlete 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 eligibility for the entire season to receive a varsity letter..
4. Athletes must return all school property such as equipment, uniforms, or other materials issued to them during the course of the season.

Upon meeting all of the requirements for a letter, an athlete will receive a “LC” letter and a patch representative of the sport or competition in which they earned a letter. Students receive only one “LC” letter. With each subsequent year of lettering in the same sport/competition, a student will earn a chevron. With each new sport/competition in which a student earns a letter, they will receive the corresponding patch.

Work Permit Eligibility

Liberty Charter High School issues work permits according to California Education Code, California Child Labor Law, Federal Child Labor Law, and the following LCCHS policies:

1. LCCHS 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 LCCHS administration.
3. LCCHS 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. LCCHS may issue work permits to only students enrolled at LCCHS.
5. LCCHS 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, LCCHS minors should have less than ten cumulative period truanancies, period unexcused absences, and period unexcused tardies in the last thirty school days from the date the administrator receives the work permit application.
6. LCCHS 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, LCCHS minors must have at least a 2.0

GPA according to the most recent progress report or report card with no F's.

- b. To be eligible for a work permit, LCHS minors must have satisfactory character marks in all classes according to the most recent progress report or report card.

LCHS administration may take a student's discipline record into consideration in making a work permit determination.

Bills

Students may contract bills during the year in various ways: lost library books, lost textbooks, lost or damaged laptop computer, damage to school property, etc. A record of these bills is kept in the Main Office. Students are expected to pay their bills promptly, without constant reminders. Students should always request a receipt when paying any bills. All services, goods and bills paid by check are subject to a \$30.00 returned check fee.

California Law Regarding Gun Safety at Home

California has enacted new laws regarding the responsibility parents have when there are guns in the home. Please go to our website at www.lfcsinc.org for more information regarding this law.

Change of Address

Parents are asked to notify the office in writing as soon as any change occurs. This will ensure that any and all mailings will be received without delay or interruption.

Child Abuse Reporting

All employees are deemed mandated reporters under the Child Abuse Reporting Act. A mandated reporter who has reasonable suspicion that a child is a victim of suspected child abuse, sexual abuse, child neglect, or emotional abuse must report the alleged incident to a child protective agency.

Closed Campus

Liberty Charter High School is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without obtaining proper permission from a school official.

Confidentiality Policy

There are four instances in which a counselor and/or teacher is legally bound to inform a parent and/or authority with information given during a "confidential" counseling session: 1) when a student indicates he or she

is going to physically harm himself or herself or jeopardize his or her life; 2) when a student indicates he or she is going to physically harm another or jeopardize another's life or has knowledge that another's well-being is threatened; 3) when a student indicates he or she is being physically and/or emotionally abused; 4) when a student indicates he or she has committed a felony (i.e. selling drugs, stealing a car, etc.).

Emergency Cards

Every student must have a completed and up-to-date "Emergency Card", properly signed and on file in the school Office. **STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE EMERGENCY CARD.**

Food Services

Lunch will be provided by Grossmont Union High School District. There will be free and reduced lunches available. Families interested in the free and reduced lunches need to fill out the proper paperwork from the office. Applications are not retroactive so applications should be submitted immediately at the start of the year. Students not participating in this program need to bring a cold lunch.

Student Cars

Students are to park in the assigned section of the parking lot and observe safe driving on campus. Upon arriving at school, students are to immediately leave their car and report to the supervised portion of campus.

Students may not return to their car until the end of the school day or upon approved early release. Student cars are off limits to all students during the school day. Driving to school and parking at school are considered privileges and may be revoked upon violation of any school rules.

Gang Membership or Involvement

Membership in or affiliation with any gang that is responsible for coercive or violent activity will be grounds for disciplinary action. Gang attire, emblems, accessories, etc. will not be tolerated on campus or at any school event.

Health Services

1. A staff member will assist a student in need of help for sudden illness or injury occurring in school. The health office is located in the school's Main Office. Conditions occurring at home should be taken care of before coming to school. Students should be covered under family insurance. The school is not responsible for medical bills for injuries occurring at school.

2. The secretary/administrator does not diagnose illnesses. Students who are unable to remain in class because of illness will be sent home. Parents will be contacted to make transportation arrangements for their student to go home if s/he is too ill to stay in school. No student will be allowed to leave the campus without parent notification. If ill, the 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.

Injury or Illness

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

Parents are advised that if their child is hurt at school, there is no school insurance to cover medical costs. In case of injury, Liberty Charter staff will administer first aid. An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If a student feels sick at school, he/she will be able to lie down. If the student is running a fever or has severe illness symptoms, parent will be notified. Students cannot be released until a parent or guardian (*listed on the emergency form*) comes to pick them up.

Medication

Liberty Charter High School may not furnish any medications. Parent(s) or legal guardian(s) can sign a waiver to authorize the school to administer Tylenol to the child in emergency situations. School personnel are prohibited by law from giving any medication, including Tylenol, ibuprofen or aspirin to a student unless the student's physician has given written instructions.

All medications require physician and parent/guardian authorization. Once authorization is obtained, the medication must be given to the Main Office in original containers, labeled with the name of the medication, dosage, name of student, and frequency of administration.

Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Parents will be notified if a student requires an "only if needed medication" while at school. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.

Suicide Prevention Policy

Liberty First's Comprehensive School Suicide Prevention Policy can be viewed at any of our school offices. Information about suicide prevention can be found on our school website. <http://www.libertychs.org/>

Lost and Found

Items that have been found should be returned in to the Main Office. Students who have lost an item at school may come to the Main Office during the break or after school to check lost and found articles.

Newsletter

Our school newsletter contains important information to parents and students about Liberty Charter High School. Topics include notification about upcoming events, highlights of activities, dates to remember and other points of interest. We encourage parents to look for this vital piece of communication and update your calendar. A digital copy of the newsletters will be emailed to parents and a hard copy will be sent home with students.

Posters and Announcements

The principal will approve only those posters/announcements publicizing school events. A community bulletin board may be used by the community groups, businesses, etc., upon obtaining the approval of the principal. All announcements must have an advisor's signature and be approved ahead of time.

Release of Student Photographs / Media Interviews

During the year, Liberty Charter High School often has the opportunity to photograph students in a variety of school-related activities. Student recognition programs, academic and fine arts programs are a few examples of these activities.

As such, these photographs may be used in communication tools such as the newsletter and calendar and in communications with the media such as allowing interviews or photographs with students. Liberty Charter High School reserves the right to deny media requests for student interviews at any time.

Highlighting achievements in our school is an integral part of reporting responsibly to our community and is a way of sharing in the success of our school and students. For this reason, Liberty Charter High School has designated student photographs as “directory information.” However, it is our primary goal to respect family privacy. Parents have the right to submit a written request to Liberty Charter High School directing the school not to release directory information, including the information as listed above.

Release of Student Records

According to the Family Educational Rights and Privacy Act, parents and students 18 years or older the following rights:

- a. The right to inspect and review the student’s education records
- b. The right to request the amendment of the student’s educational records that are believed to be inaccurate and the right of a hearing if the request is not honored.
- c. The right to file a complaint with the U.S. Department of Education regarding the alleged violation of FERPA.
- d. The right to consent to the disclosure of personally identifiable information within the student’s records, unless disclosure otherwise is authorized by law or unless disclosure is made to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- e. The following is designated as “directory information,” which may be disclosed without prior written consent: a student’s name, address, telephone number, grade, date of graduation, extra-curricular participation, achievement awards or honors earned, weight and height if a member of an athletic team, photograph and parents names.
- f. Parents have the right to submit a written request to Liberty Charter

High School, preferably within two weeks after the first day the student is enrolled in a school year, directing the school not to release directory information concerning their child to third parties. Examples of third parties include Parent / Teacher Organizations, Booster organizations, the media and military recruiters. Liberty Charter High School will not release directory information to third parties who intend to use the information for profit making ventures.

School Clubs and Organizations

School clubs and organizations are available for students based on student interest and the availability of school approved advisors. The Code of Conduct applies to all students and all activities associated with any school sponsored club or organization.

Smoking/Vaping 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/vaping on campus or at any school event or activity.

Student Identification Card

Student I.D. cards will be issued when school pictures are taken in the Fall. They will be distributed to students at no cost. All students are required to carry their I.D.’s at all times. If a student is asked to show his/her I.D. and does not have it, the student will be issued a detention. Replacement for lost cards is \$10.00 and may be obtained in the Main Office.

Textbooks

Textbooks are issued to students by their classroom teachers. Students assume full responsibility for the security of their own textbooks. Should books be lost, stolen, damaged, or defaced after issuance to a student, that student will be required to pay for the cost of the book before a new one is issued or at the end of the academic year. Book fines are paid at the office. Students are required to keep textbooks covered and in good condition. Students may not write in or deface their textbooks.

Transcripts

Transcripts are available through the Main Office. Please allow one week to processes transcripts.

Visitor Policy

Any visitor entering the school grounds must register in the Main Office, identify themselves and the nature of their business, and receive a Visitor’s Pass. No student is allowed to bring a visitor to school.

Volunteer Requirement

Parent involvement is important to our school's charter and a responsibility of parents who choose to send their students to LCHS. Parents of LCHS students are encouraged to contribute at least **15** hours of service each semester. Hours may be set up with the office. Hours may be in volunteer service, event support, or contributions in kind.

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:

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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.
7. LCHS administration may take a student's discipline record into consideration in making a work permit determination.

Insurance

Literacy First Management reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should Liberty Charter High School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student

property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by Literacy First Management and its purchase shall be the responsibility of Liberty Charter High School.

The Principal of Liberty Charter High School reserves the right to amend any part of this handbook at his or her discretion.

LCHS Discipline Policy

Detentions and Suspensions

1. Lunch detentions: School staff may administer lunch detentions and 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. Out of school suspension: Students remain off school grounds and away from school-sponsored events for the duration of their suspension. Students are expected to complete and turn in their academic assignments while on their suspension and to make up all assessments in a timely fashion upon their return to campus. Assignments can be turned in electronically during the suspension or in person the day the student returns to campus. Late penalties may apply if the work is not turned in by the date of the student's return to campus or submitted by a date agreed upon with the teacher. It is the student's responsibility to communicate with teachers regarding the assignments and assessments they need to complete or make up during or due to their suspension.
3. 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.
4. A student will be provided schoolwork, if requested, for a suspension of two (2) or more school days. Upon the request of a parent, a legal guardian or other person holding the right to make an education decision for the pupil, or the affected pupil, a teacher shall provide to a pupil in any grades 1-12, inclusive, who have been suspended from school for two (2) or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the pupil either upon the pupils return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in class.

Dress Code

1. LCHS expects students to wear the prescribed dress (see school dress code details) 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. 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



LITERACY FIRST CHARTER SCHOOL HOMELESS AND FOSTER YOUTH EDUCATION POLICY

Stacey Harrell, Literacy First Charter Schools' (LFCS) school counselor, will serve as the school's liaison and point of contact for homeless children and youths as well as foster children and youths. She can be reached at stacey.harrell@lfcinc.org, 619.659.5131, or through the offices of any of our campuses located at 799 E Washington Ave El Cajon, CA 92020, 698 W Main Street El Cajon, CA 92020, 1012 E Bradley Ave El Cajon, CA 92021, or 1850 Alpine Blvd Alpine, CA 91901. The duties of the liaison include the following:

1. The liaison ensures homeless children and foster youths are identified by school personnel through outreach and coordination activities with other entities and agencies.
(42 U.S.C. Section 11432[g][6][A][i]; EC Section 48851[a])
2. The liaison ensures homeless children and foster youths are enrolled in, and have a full and equal opportunity to succeed in schools.
(42 U.S.C. Section 11432[g][6][A][ii]; EC Section 48850[a])
3. The liaison ensures homeless children, foster youths, and their families have access to and receive educational services for which they are eligible for, including Head Start, Early Intervention Program for Infant and Toddlers and preschool programs.
(42 U.S.C. Section 11432[g][6][A][iii]; EC Section 48850[a])
4. The liaison ensures homeless children, foster youths, and their families receive referrals to services for health care, dental, mental health, substance abuse, housing, and other appropriate services.
(42 U.S.C. Section 11432[g][6][A][iv]; EC Section 48851.5)
5. The liaison ensures public notice of the educational rights of homeless

- children and youths is disseminated in locations frequented by homeless parents, guardians, and unaccompanied youths.
(42 U.S.C. Section 11432[g][6][A][vi]; EC Section 48852.5[a])
6. The liaison ensures enrollment, school selection, and eligibility disputes are mediated.
(42 U.S.C. Section 11432[g][6][A][vii]; EC Section 48852.7)
7. The liaison ensures homeless children, foster youths, and their families are provided with information on and assistance in accessing transportation, including to and from the school of origin.
(42 U.S.C. Sections 11432[g][6][A][viii], 11432[g][1][J][iii]; EC Section 48852.7[e][1])
8. The liaison ensures school personnel, including principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel, that provide services to homeless children, foster youths, and their families receive professional development and other support.
(42 U.S.C. Sections 11432[g][1][D], 11432[g][6][A][ix]; EC Section 48852.5[c])
9. The liaison ensures coordination occurs with state, community, and school personnel to provide education and related services to homeless children and foster youths.
(42 U.S.C. Section 11432[g][6][C]; EC Section 48851.5)
10. The liaison ensures the LEA collects and provides to the State Coordinator reliable, valid, and comprehensive data regarding homeless education.
(42 U.S.C. Section 11432[g][6][C]; EC Sections 48851[a] and [h])
11. The liaison will attend annual professional development to remain informed of the most recent changes in state and federal law regarding the education of homeless children and foster youth and to maintain and establish relationships with community, county, state, and federal resources for the education of homeless children and youth.

If a student is homeless or becomes homeless during the school year, or is a foster youth or becomes a foster youth during the school year, LFCS shall allow the student to continue their education with LFCS as their school of origin. LFCS is its own single school Local Education Agency (LEA).

The school of origin means the school the homeless child or foster youth attended when permanently housed or the school in which the homeless child or foster youth was last enrolled. If the school the homeless child or foster youth attended when permanently housed is different from the school in which the homeless child or foster youth was last enrolled,

or if there is some other school that the homeless child or foster youth attended with which the child is connected and attended within the immediately preceding 15 months, the LEA liaison, in consultation and agreement of the child and the person holding educational rights shall determine, in the best interests of the child, the school of origin. (EC Section 48852.7[f][2])

The homeless child shall be allowed to attend LFCS as their school of origin for the following duration:

1. For the duration of their homelessness, including continuing with feeder school patterns to ensure the child has the benefit of matriculating with his or her peers.
(42 U.S.C. Sections 11432[g][3][A][i], [g][3][I][ii]; EC Section 48852.7[c])
2. Through the remainder of the academic year, if the child or youth is in kindergarten through eighth grade and becomes permanently housed during an academic year.
(42 U.S.C. Section 11432[g][3][A][i][II]; EC Section 48852.7[b][2])
3. Through graduation of high school, if the child or youth was in high school and becomes permanently housed during an academic year.
(EC Section 48852.7[b][1])

If LFCS determines it is not in student’s best interests to attend their school of origin, LFCS will provide written notice to the parent, guardian or unaccompanied youth of the reasons for its determination and provide information as to how to appeal the decision. (42 U.S.C Section 11432[g][3][B][iii])

If the homeless child or foster youth continues to live in the area served by LFCS as their school of origin and remains enrolled with LFCS, then LFCS will provide or arrange for the child’s transportation to or from LFCS. (42 U.S.C. Section 11432[g][1][J][iii][I]; EC Section 48852.7[e]); 20 U.S.C. Section 6312[c][5][B]

If the child is attending LFCS as their school of origin but begins living in an area served by another LEA, LFCS and the LEA in which the child is living must agree upon a method to apportion responsibility and costs for providing the child the transportation to and from the school of origin. (42 U.S.C. Section 11432[g][1][J][iii][II]; EC Section 48852.7[e]); 20 U.S.C. Section 6312[c][5][B][i][ii]

LFCS will immediately enroll the homeless child or youth, even if the child or youth:

- (a) Is unable to produce records normally required for enrollment, including immunization records.
(42 U.S.C. Section 11432[g][3][C][i][I]; EC Sections 48850[a][3][A]; 48852.7[c][3])
- (b) Has missed application or enrollment deadlines during any period of homelessness.
(42 U.S.C. Section 11432[g][3][C][i][II])
- (c) Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or does not have clothing normally required by the school, such as school uniforms.
(42 U.S.C. Section 11432[g][1][I]; EC Section 48852.7[c][3])

LFCS will immediately refer parents, guardians or unaccompanied youth to LFCS’ liaison to assist them in obtaining necessary immunization or other required health records. (42 U.S.C. Section 11432[g][3][C][iii])

LFCS shall maintain student records for each homeless child or youth so that the records are available when child or youth enters a new school or school district. (42 U.S.C. Section 11432[g][3][D])

LFCS shall treat information about a homeless child’s or youth’s living situation as a student education record, which shall not be deemed to be directory information, and shall not be released absent written consent. This would include not disclosing the homeless student’s address. (42 U.S.C. Section 11432[g][3][G]; EC Section 49073[c])

When a homeless student transfers into LFCS, then LFCS shall:

Accept and issue full credit for any coursework that the student has satisfactory completed and shall not require the student to retake the course. (42 U.S.C. Section 11432[g][1][F][ii]; EC Section 51225.2)

Issue partial credit for any coursework when the student did not complete the entire course, and allow the student to take the uncompleted portion. (42 U.S.C. Section 11432[g][1][F][ii]; EC Section 51225.2)

When a homeless student who has completed his/her second year of high school transfers to LFCS, he/she shall be:

Exempt from that district-established graduation requirements, unless LFCS finds that the student is reasonably able to complete the requirements and graduate by the end of the fourth year. (EC Section 51225.1[a])

Notified by LFCS, along with educational rights’ holder, within 30 calendar days, of the availability of the exemption and whether the student qualifies for it. (EC Section 51225.1[d][2])

Under Literacy First Charter Schools’ 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 Schools will keep the homeless status of students confidential and will provide all homeless students full access to the entire academic and extra-curricular program comparable to those programs offered to other students. Homeless students will participate in the general education setting except where a 504, IEP, or some other legally binding agreement stipulates otherwise. LFCS will not stigmatize or segregate homeless children and youths.

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 or foster 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.

Adopted: Board Approved October 12, 2022

LITERACY FIRST CHARTER SCHOOLS TITLE IX POLICY AND GRIEVANCE PROCEDURES

Literacy First Charter Schools’ Title IX Coordinator (“Coordinator”):

Daniel Sanchez
Athletic Director and Title IX Coordinator
1850 Alpine Blvd Alpine, CA 91901
619-659-5131
daniel.sanchez@lfcinc.org

Definitions

Sexual Harassment

In accordance with Title IX (20 U.S.C. § 1681 et seq.; 34 C.F.R. Part 106) and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by LFCS.

Literacy First Charter Schools (“LFCS”) is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Examples of conduct that may fall within the Title IX definition of sexual harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student’s or employee’s performance more difficult because of the student’s or the employee’s sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in LFCS’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that LFCS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in LFCS’s education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Grievance Procedures

Scope of Grievance Procedures

For formal complaints of sexual harassment under Title IX, LFCS will utilize the sexual harassment grievance procedures listed below in addition to its Uniform Complaint Policy when applicable.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Coordinator (or the Executive Director if the complaint is against the Coordinator) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. LFCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports [A1.1] may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director [A2.1], Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

LFCS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by LFCS on a case-by-case basis.

LFCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a Title IX Coordinator, investigator or decision-maker and any person who facilitates an informal resolution process [A3.1] will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Supportive Measures Under Title IX

Upon the receipt of a report of sexual harassment or a formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to LFCS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or LFCS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. LFCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of LFCS to provide the supportive measures.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Coordinator or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days [A4.1].

At the conclusion of the investigation, the Coordinator or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Coordinator, the Executive Director or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

For investigations of and responses to formal complaints of sexual harassment under Title IX, the following grievance procedures will apply:

- Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident; [A5.1]
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that LFCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

- LFCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with LFCS’s policies.
- LFCS may remove a respondent from LFCS’s education program or activity on an emergency basis, in accordance with LFCS’s policies, provided that LFCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- If a formal complaint of sexual harassment is filed, LFCS may offer a voluntary informal resolution process, such as mediation, to

the parties at any time prior to reaching a determination regarding responsibility. If LFCS offers such a process, it will do the following:

- Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties’ right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
- Obtain the parties’ advance voluntary, written consent to the informal resolution process.
- LFCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. LFCS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than thirty (30) school days. If the investigator determines that an investigation will take longer than thirty (30) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete. The entire Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, LFCS will send to each party and the party’s advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator’s consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party’s advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in LFCS’s educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable LFCS policy.
 - LFCS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at LFCS; or
 - The specific circumstances prevent LFCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, LFCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - Determinations will be based on an objective evaluation of all

relevant evidence and credibility determinations will not be based on a person’s status as a complainant, respondent, or witness.

- LFCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of LFCS’s code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from LFCS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by LFCS in response to a formal complaint of sexual harassment.

Right of Appeal

The following appeal rights and procedures will apply to formal complaints of sexual harassment under Title IX:

- The complainant and the respondent shall have the same appeal rights and LFCS will implement appeal procedures equally for both parties.
- Within five (5) business days of LFCS’s written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination

regarding responsibility, and from LFCS’s dismissal of a formal complaint or any allegations therein, on the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

- LFCS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

LFCS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process[A7.1].
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

LITERACY FIRST CHARTER SCHOOLS TITLE IX COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements; etc.) (Attach additional pages, if needed):

I hereby authorize LFCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from LFCS.

Signature of Complainant _____ Date: _____

Print Name _____

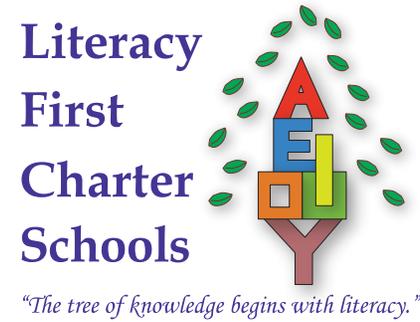
To be completed by LFCS:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

4865-0092-2159, v. 4



Staff/Student Interaction Policy

LFCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. Teachers are never to leave their students alone in the classroom, or with anyone who is not a certificated teacher.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 1. Stopping a student from fighting with another student;
 2. Preventing a pupil from committing an act of vandalism;
 3. Defending yourself from physical injury or assault by a student;
 4. Forcing a pupil to give up a weapon or dangerous object;
 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;

2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to

this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears to be a violation of this policy, it is the duty of every staff member to immediately report it to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents’ written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Sample Form



INFORMED CONSENT AND ACKNOWLEDGMENT FOR ATHLETIC ACTIVITIES

The undersigned has read and understands the material contained in this form and hereby authorizes **(Student Name)** to participate in **(insert specific athletic activity or activities) while enrolled at LFCS or any LFCS School.**

By their very nature, athletic activities can put students in situations in which **SERIOUS, CATASTROPHIC** and perhaps **FATAL** injuries may occur. These injuries could include, but are not limited to the following:

- | | |
|------------------------|-------------------------|
| Sprains/strains | Disfigurement |
| Fractures | Head injuries |
| Cuts/abrasions | Loss of eyesight |
| Unconsciousness | Death |
| Paralysis | |

Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution or supervision will eliminate all risk of injury. Although the school may suggest or recommend the use of certain equipment to be purchased by the students, the school does not guarantee that such equipment will be free from defects or protect the student from injury. By granting permission for your son/daughter to participate in athletic activities, you, the parent/legal guardian, acknowledge that such risk exists and assume these risks.

Participation by your child is voluntary and is not required by the school.

The undersigned has read and hereby agrees to hold **LFCS or any LFCS School**, its employees, agents, volunteers and/or sponsors and any other person, firm or corporation charged or chargeable with responsibility or liability, free and harmless from any and all claims, demands, damages, costs, expenses, loss of services, action and causes of action resulting from the use of facilities, equipment and participation by my son/daughter in the above named athletic activity, to the fullest extent of the law.

Parent/Legal Guardian (Print Name) **Parent/Legal Guardian (signature)** **Date**

Student (Print Name) **Student (signature)** **Date**

LITERACY FIRST CHARTER SCHOOLS UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature:

Steve Robinson, Chief Business Officer

Date

Mail complaint and any relevant documents to:

Jerry Keough
Chief Financial Officer
698 W. Main St.
El Cajon, CA 92020
619.579.7233



Connect with us:



Patriot Legacy Ed Foundation
facebook.com/LiteracyFirstCharter



[@Literacy_First](https://twitter.com/Literacy_First)



[@patriotlegacy](https://twitter.com/patriotlegacy)
[@liberty_lc](https://twitter.com/liberty_lc)
[@lfcs_k12](https://twitter.com/lfcs_k12)



www.lfcsinc.org



K-8 HANDBOOK 2025-2026

Primary Academy K-3

799 E. Washington Ave.
El Cajon, CA 92020
619.579.7232

Liberty Academy K-5

698 W. Main Street
El Cajon, CA 92020
619.579.7233

Junior Academy 4-8 Freedom Academy TK-8

1012 E. Bradley Ave
El Cajon, CA 92021
619.596.5665

**Literacy
First
Charter
Schools**



"The tree of knowledge begins with literacy."

I, _____, have read this handbook and agree to abide by the information outlined for the school year 2025-2026. As parents we have discussed the information in this handbook that pertains to our student(s), and understand the expectations outlined in the handbook. I understand that Literacy First is a charter school and a school of choice. The following are the names of my student(s) attending LFCS: (If more than 2 students, write additional names on back)

Student first and last name: _____ Grade: _____

Student first and last name: _____ Grade: _____

Parent signature: _____ Date: _____

Yo, _____, he leído este manual y acepto cumplir y seguir las reglas descritas para el año escolar 2025-2026. Como padres hemos discutido la información en este manual que pertenece a nuestro(s) estudiante(s), y entendimos las expectativas descritas en el manual. Entiendo que Literacy First es una escuela charter y una escuela de elección. Los siguientes son los nombres de mis estudiante(s) que asisten a LFCS:(Si hay más de 2 estudiantes, escriba nombres adicionales detrás de la página)

Nombre y apellido del estudiante: _____ Grado: _____

Nombre y apellido del estudiante: _____ Grado: _____

Firma del padre: _____ Fecha: _____

أنا الموقع أدناه _____ قرأت دليل الطالب وأوافق على الالتزام بالتعليمات الموضحة فيه للسنة الدراسية 2025-2026. كوننا أهل الطلاب المذكورة أسمائهم أدناه ، قمنا بمناقشة المعلومات المدرجة في دليل الطالب التي تخص أولادنا . كما أننا ندرك المتوقع من أولادنا بحسب التعليمات المدرجة في الدليل . كما ندرك أن مدارس لترسي فيرست هي مدارس نموذجية وأختيارية . الأسماء المدرجة ادناه هي أسماء أولادي الطلبة في مدارسكم . (إذا كان لديكم أكثر من طالبين ، يرجى تكملة أسمائهم أدناه)

ألأسم الاول واللقب للطالب لأول الصف _____

ألأسم الاول واللقب للطالب الثاني الصف _____

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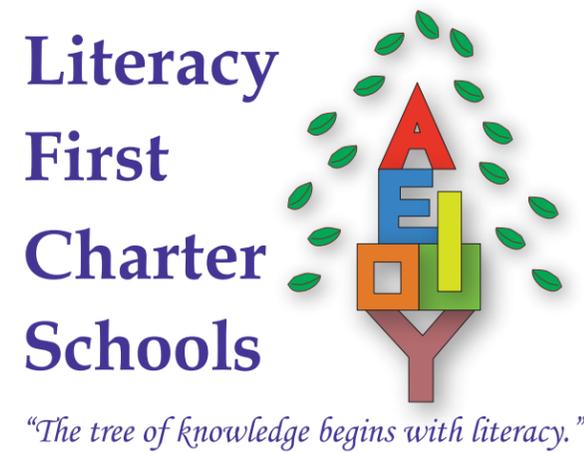
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OUR MISSION

LITERACY:

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

Literacy First Charter Schools exists to:

nurture the whole child from kindergarten through high school graduation by

igniting a passion for comprehensive L I T E R A C Y

equipping our students to wholeheartedly participate in their community.

OUR VISION

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

LFCS desires to shape:

Literate, life-long learners

Independent thinkers

Technologically literate citizens

Enthusiastic and highly qualified teachers

Reliable assessments that provide students a productive educational experience

Aspiring leaders who positively impact their community

Community that understands and supports the mission of LFCS

Yearly fiscal sound budget

OUR VALUES

NURTURE

- All children will be known, recognized for their unique and creative nature and be comfortable to take risks.
- All staff will be invested in the success of each student through continuous professional development
- All parents will be recognized as invaluable resources

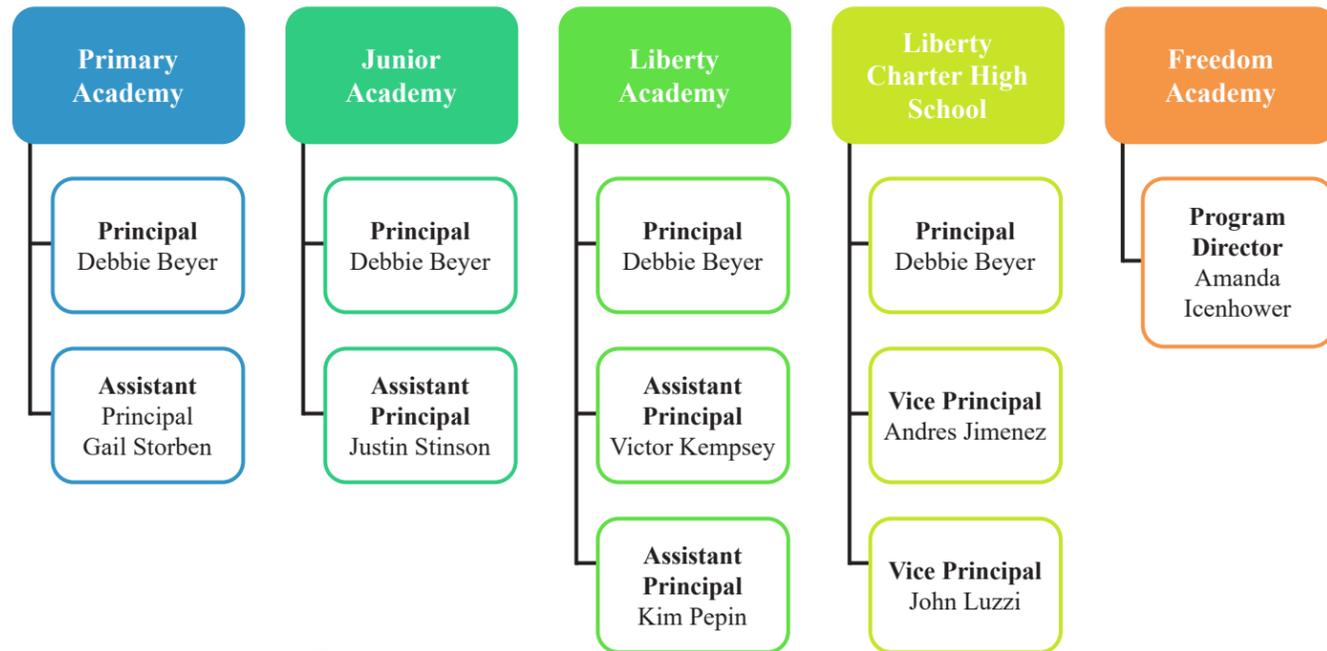
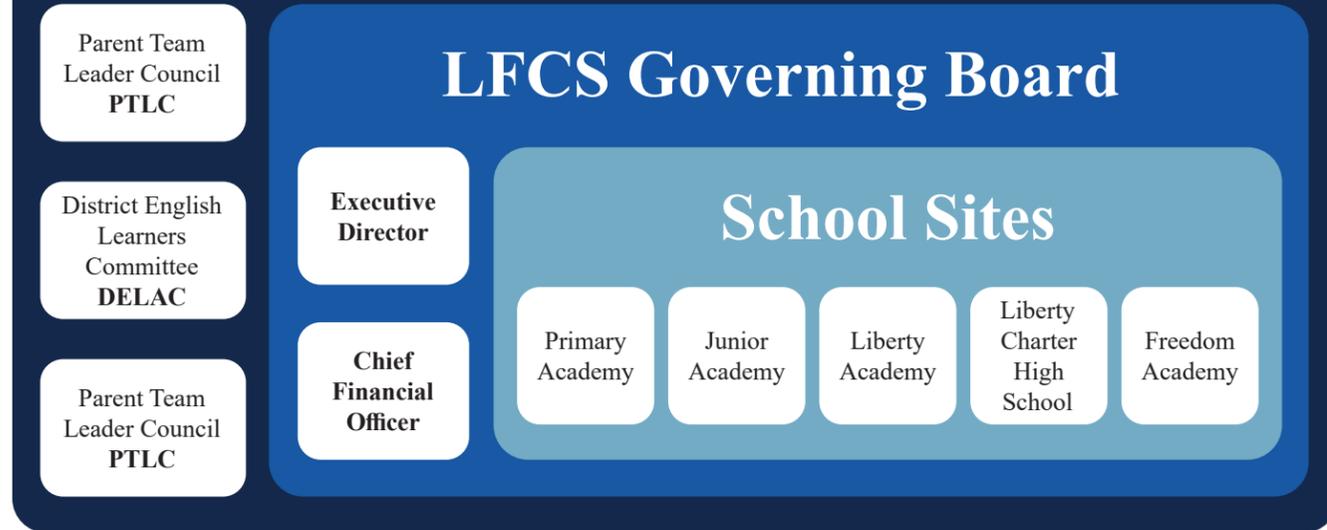
IGNITE

- All children will be cultured, and literate in a wide-range of subjects
- All staff will have an enthusiasm for teaching using research proven methods where student success is expected
- All parents will be enthusiastically drawn into the school environment

EQUIP

- All children will be self-directed, life-long learners and innovative leaders
- All staff will encourage students to be productive, independent, values-conscious thinkers
- All families will serve as links to the community where students can become informed participants in the democratic process

Literacy First Charter Schools 2025



Literacy First Charter Schools



"The tree of knowledge begins with literacy."

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**
 Supervision does not occur at any campus before 7:30. Students are not allowed on campus before 7:30 unless they are accompanied by an adult. At the end of the school day, students will be escorted to the appropriate location by their teacher. Parents are asked to come to the assigned area and follow the traffic flow in order to pick up their children. Any student remaining on campus after the traffic pick-up is finished must report to the after school care and parents will be charged for this service. No student may remain anywhere on campus unattended.
- Lunch Program**
 Lunch and breakfast will be provided for all students. Each campus will have a specific breakfast session. Breakfast items will be available during this time. Students may also want to bring a mid-morning snack, instead of the school provided breakfast option. Classroom teachers will do a lunch count in the morning. Students will need to indicate that they will be eating a school provided lunch at that time.
- Extended Care Program**
 An after school care program is provided for students whose parents work and are not able to pick up their child by the end of the school day. In order to maintain our low rate, extended care is not available to parents who are not working. The hours of operation are 11:45 p.m. –5:30 p.m. There is no morning care available for any students, including those Kindergarten students in the PM Kindergarten program. Information and applications for this program are available in the school office. There is a fee for this service. Children will be checked into the extended care program at 3:40 p.m. for the Primary and Liberty Campuses and at 3:45 p.m. at the Junior Campus.

 Students must be picked up by 5:30 P.M. Any student picked up 10 minutes or more after 5:30 on two occasions may not be able to continue to use the service. Any student who is picked up past 5:30 at all on ten occasions may not be able to continue to use the service.
- Field Trips – Extra Curricular Activities**
 Field Trips – Field trips are an important part of the curriculum and are arranged by the individual teacher. No student will be permitted to go on a field trip without written permission (signed and submitted to the office before school begins). Notification of field trips will be sent home several days prior to the trip. **Adults serving as supervisors and/or drivers may not bring preschool children. Adults are expected to wear modest clothing that is suitable for the type of field trip being taken. Field trips that require students to dress formally, also require parents to do so. Shorts and t-shirts are not appropriate for a fine arts field trip.**

Car Regulations

1. The legal responsibility for the safety of each student being transported in a vehicle rests with the registered owner of the vehicle. Proof of adequate amount of insurance and a valid driver's license must be presented prior to approval for driving.
2. The vehicle owner/driver must complete the Field Trip Registration Form for Drivers prior to the activity or field trip.
3. The vehicle owner/driver must follow the plan and prescribed route given by the teacher.
4. The number of students in a vehicle shall not exceed the number of seat belts available. Seatbelts must be worn and students who are not 8 years old or 4 foot 9 inches tall must be in booster seats. No student may sit in the front seat of the vehicle if it is equipped with passenger side air bags.



Extra Curricular Activities – All extra curricular activities must be approved by school administration before student participation. The activities must have approved adult supervision at all times. Activities requiring driving must have Driver Registration Forms for each driver filed in the school office prior to the activity.

ATTENDANCE POLICY

It is the intent of Literacy First Charter School to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems. Students will receive a perfect attendance award at the end of the year if they at school on time every day. They can have no absences or tardies to get the award.

Excused Absences for Classroom Based Attendance Absence from school shall be excused only for health reasons, family emergencies and justifiable law or LFCS policy. In the event of an absence, the parent/guardian should contact the office as soon as possible.

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. Three or more consecutive days absent must be accompanied by a doctor's note upon return.

A student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with LFCS policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence to the school office within 5 days of the absence or the absence will be labeled as 'unverified'. 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 illnesses verified by methods listed in #1 - #3 above without a healthcare provider's note, any further absences for illnesses must be verified by a healthcare provider. If a medical note is not provided after having 14 absences, then the absences will be an unverified absences and subject to SART protocols.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Unverified Absences/Truancy

Students shall be classified as truant if the student has unverified absences from school for three full days in one school year, or if the student is tardy for more than any 30-minute period during the school day without a verified excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee. In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

Truancy Process:

1. Two (2) consecutive unverified absences will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.
2. A call home will also be made on the third (3rd) unverified absence, regardless of when it occurs, by Principal or designee. In addition, the student's classroom teacher may also call home and/or LFCS may send the parent an e-mail notification. In addition, upon reaching three (3) unverified absences in a school year, the parent/guardian will receive "Truancy Letter #1" from the LFCS. This letter must be signed by the parent/guardian and returned to LFCS. This letter shall also be accompanied by a copy of this Attendance Policy.

3. Upon reaching seven (7) unverified absences, the parent/guardian will receive “Truancy Letter #2 – Conference Request,” and a parent/guardian conference will be scheduled with the Principal and classroom teacher to review the student’s records and develop an intervention plan/contract. The parent may be asked to sign an attendance contract during this meeting. In addition, LFCS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unverified absences, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a “Habitual Truancy Re-classification Letter #3,” and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of the Executive Director and at least two certificated employees of LFCS who are not teachers of the student. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - a. The SART panel shall direct the parent/guardian that no further unverified absences or tardies can be tolerated.
 - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. After school detention program
 - iv. Required school counseling
 - v. Loss of field trip privileges
 - vi. Loss of school event privileges
 - vii. Required remediation plan as set by the SART
 - viii. Notification to the District Attorney
 - c. The SART panel may discuss other school placement options.
 - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student’s district of residence.
7. For all communications set forth in this process, LFCS will use the contact information provided by the parent/guardian in the registration packet. It is the parent’s or guardian’s responsibility to update LFCS with any new contact information.
8. If student is absent ten (10) or more consecutive school days without a verified excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to LFCS’s communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student’s district of residence.

Parent failure or refusal to participate in the process does not prevent LFCS from moving forward with its procedures.

Frequently Asked Questions (FAQ) For Parents:

1. How do I report absences?

Each and every absence must be reported to the front office of your student’s school. It is best if you call the school as soon as you know your child will be absent. You may have your child bring a note to give the office. It is great when you communicate absences with your child’s teacher, however in order for the absences to be reported you must communicate with the front office.

2. What does truancy mean?

Truancies are unverified absences by law. State law defines a truant as a student who has had at least 3 full or partial days of unverified absences including unverified tardies over 30 minutes, in one school year.

3. How long do I have to clear my child’s absence?

It is preferred that parents call the school as soon as they know their child will be absent, but parents have 5 school days to clear the unverified absence before it is recorded as a truancy.

4. Can I get these truancy codes removed after 5 days?

Absences after the 5 day limit has passed cannot be corrected.

5. Are tardies considered truancies?

There are two different kinds of tardies. The first type of tardy is coded D on your child’s attendance, it means that they are less than 30 minutes late. D tardies are not considered a truancy. The second type is a G tardy, it means that your child was more than 30 minutes late and was unverified. A G tardy is considered to be a truancy. Tardies that are verified will not count against your child in regards to truancy.

6. Can a student attend an after-school event if they did not attend school that day?

Generally speaking, if a student is absent from school, then they are not allowed to attend an after-school event for that day. Athletic events will follow the coach’s policy.

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.*

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.*

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. *It is very important to a student's education to be at school on time and to stay until the end of the day. When a student leaves campus early they miss important instruction, so we ask that all students stay until the end of the day if possible.*

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. A student must be out for 2 or more days to receive the contract, and contracts are written for a maximum of 15 days.

- **California Law Regarding Gun Safety at Home**

California has enacted new laws regarding the responsibility parents have when there are guns in the home. Please go to our website at www.lfcsinc.org for more information regarding this law.

Dresscode Guidelines

See pages 32-34 for the tear-out parent guide.

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 Anesi Uniforms as the prescribed dress provider (www.

anesiuniforms.com). While clothing does not have to be purchased from Anesi, it must look **identical** to the design of Anesi Uniforms. **All students must have a red polo with the LFCS logo provided by Anesi for a field trip. All outerwear on a field trip must be navy blue with LFCS logo or bulldog logo, no athletic outerwear. There are no exceptions to this policy. It is recommended that these items are ordered early, so you are prepared on the first field trip.**

Hair: Hair styles should be in good taste; neat, well-groomed and a natural hair color. Hair should be kept out of a student's face with the eyes being visible. It is recommended that students with long hair keep it tied back. Hair styles are subject to administrative approval.

Outerwear: Sweaters and jackets must be solid navy only. Outerwear on fieldtrips must be navy w/ LFCS logo or bulldog logo, no athletic outerwear. No stripes, patterns, or designs.

Shoes: Closed toed shoes are to be worn. High-heeled shoes/boots are not school appropriate, and are not allowed. Closed toed shoes and shoes with fixed backs that are not moveable must be worn at school. Croc-like shoes are not allowed.

Hats and Visors: Hats, visors, and beanies may be worn on the playground only. All hats must be the official LFCS hats only, no other type of headwear is allowed.

Polos: Polos are to be solid in color. Peter Pan and Oxford shirts are no longer prescribed dress. Puffed sleeves, yokes, lace ruffles are not acceptable.

K-3 – hunter green, red, navy, white, maroon

4-8 maroon, baby blue, yellow

Pants, Shorts, and Capris: May be navy or khaki. (Khaki color must match Anesi dark khaki color.) No cargo pants or cargo shorts are to be worn. Pants must be the correct size, not oversized, baggy, or too tight, and must be worn at the waist.

Accessories: Belts, ties, socks of any kind, leggings or tights must be only solid polo shirt colors. School uniforms must be worn over leggings and tights. (Exception: Black leggings and socks are permissible.) Hand stockings are not allowed. All hair accessories, including hair bows, must be only solid polo shirt colors. (Exception: Hair accessories may also be black, or red, white, and blue with only those 3 colors being present together.) Scarves and gloves may only be worn when it is cold. Socks may have a brand logo on them as long as the logo is no bigger than two inches in length. Socks may not go above the knee level.

Leggings: Leggings may be worn under skirts and dresses only. Jeggings and stretchy pants are neither leggings nor pants even if they have pockets. Jeggings and stretchy pants are not uniform.

Piercings: All piercings must be modest. All visible piercings must be located on the ear.

Clarifications:

- Tanks, camis, and other shirts worn under the polo shirt may not be visible. They are to be tucked in. If the shirt sleeve can be seen, it must be a polo color, it doesn't have to match the polo being worn, but it must be one of the polo colors. Black and grey long sleeve shirts are not allowed.
- At no time should underclothing or bare skin be visible.
- Skirts, jumpers, and shorts must not be shorter than the student's fingers when the student extends their arms and fingers all the way downward.
- Skirts and jumpers are to be navy, khaki, or approved LFCS plaid available through Anesi.
- Heavy make-up is inappropriate and subject to administrative approval.
- Acrylic/Fake nails are not allowed to be worn at school due to safety reasons. Students wearing acrylic/fake nails will not be allowed to participate in PE and recess.
- Excessive accessorizing is inappropriate. Jewelry must be in a style that does not distract from the learning. Administration discretion will be used to determine the amount of distraction such an accessory may be/is causing.
- Body piercings and tattoos are not permissible.
- Clothes must be form fitting, not too tight/small or too loose/big. Subject to administrative discretion.
- Cologne and perfume: For health reasons no aerosol or mist sprays are allowed to be used at school.

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.

Consequences:

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

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

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

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.

Students

Rights

- To attend a safe and orderly school
- To be treated with respect by all students and personnel
- To receive instruction on a daily basis that will be the base for pursuit of higher education
- To receive personal guidance, encouragement, and special assistance as necessary
- To receive ongoing assessments of progress

Responsibilities

- To abide by all rules of behavior and conduct
- To treat all persons, students and school personnel, with respect
- To attend school on a regular basis
- To make an honest effort to perform all classroom work assigned
- To participate in all assessments measures (i.e. tests)

Students who do not live up to their responsibilities and who violate the school rules, may expect consequences for their behavior. Consequences may include, but are not limited to, the following:

- | | |
|---|--|
| 1. Warning | 4. Notices to parents by telephone or letter |
| 2. Loss of Privileges | 5. Request for parent conference |
| 3. Isolation within the classroom or in other supervised area | 6. Suspension |
| | 7. Expulsion |

A student will be provided schoolwork, if requested, for a suspension of two (2) or more school days.

• *Playground Procedures*

Students are to:

- Stay in assigned play areas.
- Follow directions of the playground supervisors and answer whistle/bell promptly.
- Use equipment appropriately.
- Show respect for yard supervisors at all times.
- Observe game procedures, play fair, and respect one another.
- Be in control and use only appropriate and acceptable language.
- Keep hands and feet to yourself at all times.
- Dangerous games are prohibited at all grade levels.
- Snacks must be eaten and finished in the assigned area, and all trash thrown into trash cans.
- No balls, jump ropes, chairs, etc. may be taken onto the jungle gym area.

When the whistle blows to end recess all playing stops, students freeze. After a second whistle, students walk quietly to the appropriate area. Students follow their teachers to the classroom quietly and in order.

Students are not allowed in buildings to use the restroom during recess unless given a restroom pass by the playground supervisors. Students will be aware of the appropriate restroom to use during lunch and recess time. Screaming, yelling, loitering, or playing around in the restroom is not permitted.

• *Lunch Procedures*

- Eat in assigned lunch areas.
- Follow directions of the lunch supervisors, answer promptly, and show respect at all times.
- Stay seated at all times, raise hand for permission to leave tables.
- Be in control and use only appropriate and acceptable language.
- Keep hands and feet to yourself at all times.
- All students must eat their own lunch and finish in the assigned area.
- All trash must be thrown into trash cans before student is released to playground area.
- Students must be released by the lunch supervisor.
- Empty lunch boxes need to be put in designated area before playing on the playground.

• *Bathroom Procedures*

The teacher will explain the bathroom procedure for each grade level when using the restroom within classrooms. Along with teacher explained procedure, all students are expected to:

- Go directly to the restroom and return to playground or class in a timely manner.
- Keep the restroom area clean by flushing toilets and throwing trash into the trash can.
- Screaming, yelling, loitering, or playing around in the restroom is not permitted.
- Report any problems in the restrooms to their teacher or yard duty supervisor immediately.

• **Toys:** Toys, games, and any item that is being used as a toy or game is not allowed at school. Such items will be confiscated. Exceptions to this sort of item at school would be only if such items are specifically given permission by the teacher for academic purpose or a specific school activity. Fidget Spinners are considered toys. For that reason, the only time they are allowed to be used at school is when the classroom teacher gives permission for them to be used for “academic purpose” to help students focus on instruction during class. Fidget spinners and slime are not allowed on the playground.

- **Selling on Campus:** Students are not permitted to bring things to sell. All business on campus must be school approved.
- **Unauthorized Areas:** Students are not permitted to go into unauthorized areas of the school or classrooms without staff supervision.
- **Public Displays of Affection:** LFCS expects all students to treat each other formally as school is a formal setting. While on school grounds and during school activities, students must refrain from public displays of affection such as but not limited to holding hands, sitting in each other's lap, having arms around one another, leaning on one another, extended full frontal hugs, non friendship hugs, kissing, or other conduct of a sexual nature.
- **Candy, Gum, and Sunflower Seeds:** Candy, gum, and sunflower seeds are disallowed at school unless given by staff. Candy, gum, or sunflower seeds brought to school will be confiscated. Should a student repeatedly violate this policy, school disciplinary action may be taken that could include suspension.
- **Students with Casts:** Students that have a cast on part of their body are not allowed to play any sports or activities where their cast might injure another student. A doctor's note is needed to explain what activities the student can participate in.

SUICIDE PREVENTION POLICY

Literacy First's Comprehensive School Suicide Prevention Policy can be viewed at any of our school offices. Information about suicide prevention can be found on our school website. www.lfcsinc.org

HARASSMENT POLICY

Literacy First Charter Schools is committed to providing a learning environment that is free from harassment of any kind. Harassment of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner. A charge of harassment shall not, in itself, create the presumption of wrongdoing. However, substantiated acts of harassment will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities and also on social media if the harassment impacts the students at school. It includes, but is not limited to, any or all of the following:

Bullying

A decision to hurt another resulting in repeated hurtful acts within a power imbalance where the aggressor finds enjoyment through the unjust and hurtful use of power while the target experiences a sense of oppression. The motives for bullying can be, but are not limited to, bias and/or hate. Bullying acts can be physical, verbal, psychological, sexual, direct, and/or indirect.

Verbal Harassment

Any written or verbal language or physical gesture directed at an administrator, teacher, staff member, or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.

Visual Harassment

Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures.

Sexual Harassment

Includes unwelcome sexual advances, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of Literacy First Charter Schools to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome;
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student must report the harassment to the Principal.
2. The student alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.
3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.

4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.
5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

Technology Guidelines

This policy is for management and usage of computer resources owned and operated by Literacy First Charter School. The policy indicates what privileges and responsibilities are characteristic of acceptable computer usage. **Violators of computer resources use policies will lose computer access privileges. Families will be held financially responsible for the loss of or damage to school-issued laptop computers.**

Guiding Principles for Responsible Computer Usage

1. Users assume an affirmative obligation to seek answers from appropriate computer personnel for any questions concerning the ethical or legal use of computer facilities.
2. Unless noted to the contrary, data files should be considered private and confidential.
3. Users are responsible for knowing regulations concerned with copying software and may not use the school's equipment, materials or software to violate the terms of any software license agreement. Duplication of computer materials and software without proper authorization from the holder of the copyright is prohibited.
4. The school's computers, materials or software may not be used for unauthorized commercial purposes or monetary gain.
5. The school's computers may not be used to play games or transmit material via any media that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
6. Users may not use the electronic information services to plagiarize another's work. Credit is to be given to the person(s) who created the article or idea.
7. Users may not vandalize computer resources or the electronic information services in any form. Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy school equipment, electronic information services or the data of another user.
8. Literacy First Charter School reserves the right to monitor computer and/or electronic information services activity in any form seen fit to maintain the integrity of the computer equipment, the school's network services and/or the Internet web site.
9. Students are to use the computers in the manner that they are instructed to by staff. Using the computers for any other reason may result in disciplinary action.

Concerning Internet Usage

Reasonable precautions are established to prevent access to pornography, "hate groups," and other non-educational Internet sites. Such precautions include, but are not limited to, an Internet router system, which scans and limits access to Internet sites, a monitor scanning software allowing the instructor to view each student monitor from the instructor's monitor and instantly blank, lock, or deactivate the student's system. Any student intentionally attempting to or bypassing these precautions will be denied computer access. The discipline board or school officials will determine other administrative disciplinary actions. **The student and his/her parents accept responsibility for the student's on-line actions.** All other disciplinary policies of Literacy First Charter Schools apply to the use of technological resources.

Concerning General Usage

Literacy First Charter Schools will report suspected criminal activity to law enforcement authorities. Criminal activity includes, but is not limited to: defamation; obscenity; discrimination; violation of copyrights, trademark and/or licenses, and/or violation of other rights arising under the law.

Students are encouraged to remove any "personal" information stored on Literacy First Charter Schools computers. Generally, Literacy First Charter Schools will delete information left on computers/networks.

Instruction

1. The selection of electronic information services is governed by established School's instructional materials selection policies, procedures and regulations.
2. The electronic information services utilized shall support School approved curricular objectives and shall be relevant and appropriate for student's ages and abilities.
3. The School shall make every effort to provide equal access to all students throughout the School.
4. Acceptable use of electronic information services includes, but is not limited to, adherence to US copyright laws and guidelines and School's policies and regulations regarding use of copyrighted materials.
5. The School shall make every effort to protect students from any misuse or abuse as a result of School's approved electronic information services. It must be understood that it is impossible for the School to eliminate access to all controversial materials, despite monitoring.
6. Students using electronic information services shall also be informed that there can be no expectation of privacy as the School's staff reserves the right to monitor or examine all system activities to ensure their proper use.
7. All students will be required to sign the appropriate responsibility contract to be granted access to the School's network. Parents must also sign the appropriate contract giving positive parent permission for their student to have access to the School's network. Please see Receipt of Annual Notification for the required signature.
8. All Students shall receive copies of site based guidelines and receive instruction prior to utilizing electronic information services. Instruction shall include online etiquette and the legal, ethical, and practical issues of acceptable use.

Violation of these user obligations and regulations may result in loss of electronic information access or other disciplinary action deemed appropriate for the violation.

- **School Email**
Students have a school email account. This account is expressly for the purpose of doing school activities. Students may not communicate to one another via this email address except or unless it is expressly for educational purposes. Misuse of this privilege could result in a student’s email account being deactivated. Misuse includes sending inappropriate images, messages, video or personal information or communicating with others outside the lfcsinc.org domain.
- **Electronic Devices**
Cell phones and other electronic devices (such as wireless headphones, personal game devices, smart watches, iPads, fit-bits, etc...) are not permitted on campus. If a student must have a cell phone with them for after school use, the student must turn in the phone to the front office before school and they can retrieve it at the end of the day. K-6 students will turn their phones in to their classroom teacher at the beginning of the day. The school is not responsible for lost or broken phones, these should be kept at home unless absolutely needed for after school.
- **Social Media**
Literacy First Charter Schools expects students to treat others respectfully, this includes social media. Any misuse of social media at school or at home that impacts students or the school may lead to disciplinary actions.

ACADEMIC PROGRAM

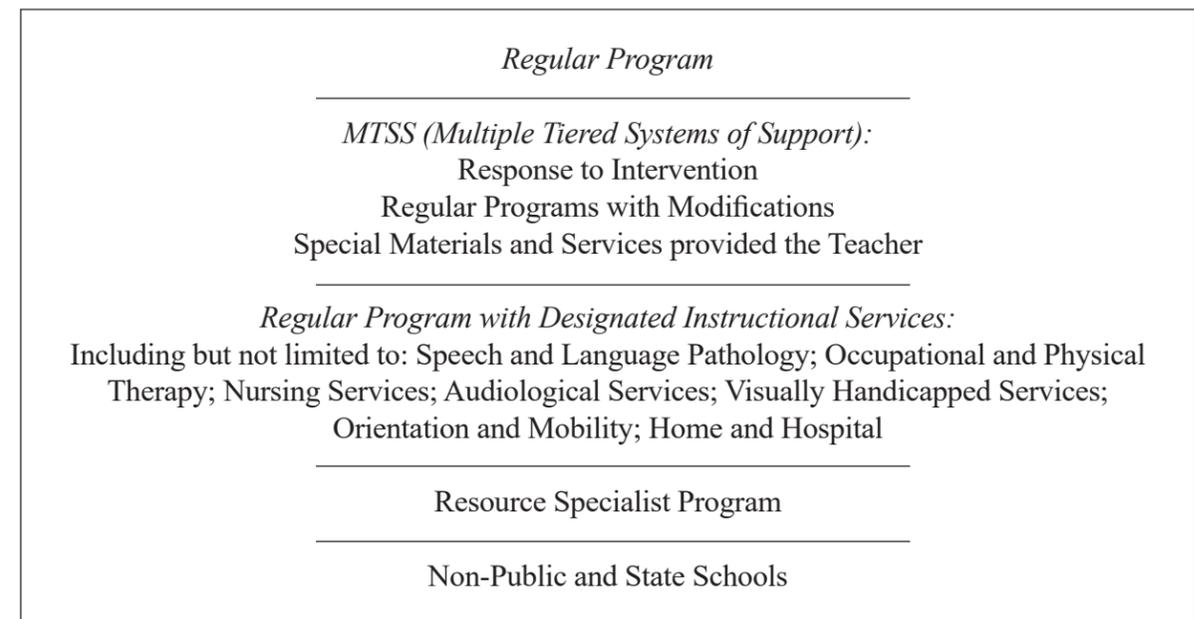
- **Curriculum**
Literacy First Charter Schools maintain a high expectation for our educational program. Our materials are California standards based and chosen specifically to meet the needs of a varying population of children. A complete listing of school curriculum is located on the school website: www.lfcsinc.org.
- **Calendar**
The LFCS calendar, longer school days and longer school year, is integral to the LFCS rigorous academic program.
- **Report Cards**
Report cards are issued triennially. The purpose of the report card is to give the parent and the student an indication of the progress being made.
- **Honor Roll**
Students in grades 6-8 who achieve a 3.5 G.P.A. or better in the four core subjects as well as Art and P.E. will be awarded honor roll triennially. G.P.A. breakdown: A+ and A = 4.0, A- = 3.7, B+ = 3.4, B = 3.0, B- = 2.7, C+ = 2.4, C = 2.0.
- **Parent Teacher Conference**
Parent teacher conferences occur at the end of each trimester. First trimester conferences are mandatory in grades K-6.
- **Parent Involvement**
Parents are encouraged to be actively involved in their student’s classroom or school community according to the LFCS Charter and a minimum of **40 hours per year** is expected. Teachers will have specific tasks. Additionally, our PTLC is eager to recruit willing parents. Events throughout the year also provide opportunities for parent involvement.
- **Student Services**
Students with special needs: The teachers within each school continuously review individual student needs. Student progress is then carefully monitored. Any student receiving classroom modifications will be placed on an Rtl.

- **CAASPP and CAST Assessments**
Every Spring, students in grades 3-8 and 11 will participate in the California Assessment of School Performance and Progress (CAASPP) in language arts and mathematics. Students in grades 5, 8, and last year of high school science will participate in the California Science Test (CAST). Testing will take place during the month of May with make-up testing scheduled for early June. At LFCS, test results are just one way to look at how well our students are doing. Your child’s participation is very important as we use the results to find areas in which students will need help in the next school year. Our test results are also used by both the state and our authorizer, San Diego County Office of Education, as one way to measure our success as a school. It is important to note that the test results are not used to determine whether a student moves to the next grade. We expect all students to participate in the assessment and work to the best of their ability.

Student score reports will be made available at the beginning of the following school year. Pursuant to California Education code section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. If you would like more information about CAASPP, please visit the California Department of Education CAASPP website at www.cde.ca.gov/ta/tg/ca/.

SPECIAL EDUCATION SERVICES

Federal and state laws require public school districts to provide a “free and appropriate public education” for “disabled children”. Both federal and state legislation mandate time lines for referral, assessment, certification, placement, and provision of appropriate services to all students with exceptional needs. If a student’s needs cannot be met with curriculum modifications, a referral to a Special Education Department is made through the Student Study Team. The team assures all areas of suspected disability are assessed. A full range of special education programs is available for eligible Literacy First Charter Schools students. The continuum for program placement is illustrated by the figure shown below:



An Individual Educational Program (IEP) is written for each special education student. The program is developed with participation of the student’s parent or guardian who must approve the program. All special education teachers must be certified by the state for the specific instruction or services they provide to students with disabilities.

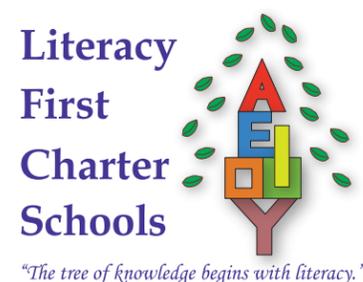
LITERACY FIRST CHARTER SCHOOLS BEHAVIOR CODE

<p>Campus/Classroom Disruptions (See 7th and 8th grade Behavior Expectations) Students are expected to follow rules established by teachers for acceptable campus/classroom behavior, this includes disrespectfulness.</p>	<p>1st offense – Student sent to office, possible referral, parent contact, apology 2nd offense – Parent conference, possible suspension 3rd offense – Parent conference, possible suspension</p>
<p>Cheating/Attempting to Cheat Students are expected to do their own work on all school assignments and tests. Cheating is considered a misrepresentation of tests or work in an attempt to deceive.</p>	<p>1st offense – Conference with student and teacher, apology, no credit on assignment or test, parent contact 2nd offense – Student sent to office, possible referral, no credit on assignment or test, parent contact, possible suspension 3rd offense – Suspension from school</p>
<p>Dangerous Objects/Weapons Any object or device, which in the judgment of a school official could be used as a weapon, will be confiscated and disciplinary action will be taken.</p>	<p>Administrative Action:</p> <ul style="list-style-type: none"> • Confiscation of weapon/dangerous object • Suspension/ parent conference/ police contact • Expulsion • Any combination of the above
<p>Deception Deception is the act of, but not limited to, lying, committing a dishonest act, forgery, falsifying or altering school documents and providing false identification.</p>	<p>1st offense – Student sent to office, possible referral, parent contact, apology 2nd offense – Parent conference, apology, possible suspension 3rd offense – Parent conference, possible suspension</p>
<p>Defiance of Authority Defiance refers to the refusal by a student to follow the directions of a school employee. This includes, but is not limited to, refusal to give legal name, accompany the employee to the office, or give accurate, truthful information.</p>	<p>1st offense – Student sent to office, parent contact, possible referral, apology, possible suspension 2nd offense – Parent conference and possible suspension. 3rd offense – Possible suspension</p>
<p>Destruction of Property/Vandalism Vandalism is the intentional damaging or destruction of public or private property. This includes but is not limited to writing in textbooks and on desk counters or table tops, graffiti or tagging and breaking windows.</p>	<p>1st offense – Student is sent to the office, parent contact, restitution must be made, possible suspension 2nd offense – Parent conference and restitution, possible suspension 3rd offense – Parent conference, restitution and suspension</p>
<p>Drugs, Alcohol, and Tobacco California law states that the governing body of any school may suspend or expel a student whenever it is established that the student has, on school grounds or elsewhere, used, sold, or been in possession of drugs or alcohol.</p>	<p>Administrative Action:</p> <ul style="list-style-type: none"> • Confiscation of drugs/alcohol/tobacco • Suspension/ parent conference/ police contact • Expulsion • Any combination of the above

LITERACY FIRST CHARTER SCHOOLS BEHAVIOR CODE

<p>Physical Force, Verbal or Physical Threat This includes the use of physical force against another person, or threatening to cause injury to another person. Students who incite others to use physical force or fight will incur the same consequence.</p>	<p>Administrative Action:</p> <ul style="list-style-type: none"> • Parent contact/apology • Referral • Suspension • Expulsion • Any combination of the above
<p>Harassment/Intimidation/Bullying Verbal/sexual harassment can cause embarrassment, feeling of powerlessness, loss of self-confidence, reduce ability to perform schoolwork, and increase absenteeism or tardiness. Harassment or intimidation would include but not be limited to disrespectful remarks which may be related to gender, culture, ethnic background or other expressions of intolerance. This includes harassment committed by means of an electronic act directed specifically toward a pupil or school personnel.</p>	<p>1st offense – *Student sent to office, possible referral, parent conference, apology, possible suspension. 2nd offense – *Parent conference, suspension, behavior action plan. 3rd offense – *Possible expulsion for 7th and 8th graders.</p> <p>*Action determined by the administration team, and depending on the severity of the act.</p>
<p>Obscene Acts, Profanity or Vulgarity Obscene acts, profanity, obscene or pornographic material, or vulgarity are not allowed on campus or at school sponsored events.</p>	<p>1st offense – Sent to office on referral, parent contact, apology, possible suspension 2nd offense – Student sent to office, possible referral, parent contact, apology, possible suspension</p>
<p>Skateboards, Rollerblades and Wheeled Shoes To ensure the safety of all students and to protect property, skateboards, rollerblades and wheeled shoes may not be used during school hours.</p>	<p>1st offense – Confiscated, parent contact, returned at the end of the day 2nd offense – Confiscated, parent contact, returned to parent</p>
<p>Stealing/Theft Possession of Stolen Property Theft is defined as taking property without permission. Property is defined as anything that belongs to another person or the school. It does not matter whose property or what the property is; it is still classified as theft. Also, it does not matter if the property is ultimately returned. The initial act constitutes stealing or theft.</p>	<p>1st offense – Student sent to office on referral, parent conference, apology, return of property, possible suspension 2nd offense – Student sent to office, possible referral, parent conference, apology, return of property, possible suspension 3rd offense – Parent conference, return of property, suspension, possible expulsion</p>
<p>Personal Property Cell phones, cameras, ipods, personal game devices, radios, tablets, electronic readers, recording devices, etc. may not be used during school hours.</p>	<p>1st offense – Confiscated, parent contact, returned at the end of the day 2nd offense – Confiscated, parent contact, returned to parent 3rd offense – Suspension</p>

* Student sent to office on referral, parent conference, apology



LITERACY FIRST CHARTER SCHOOLS HOMELESS AND FOSTER YOUTH EDUCATION POLICY

Stacey Harrell, Literacy First Charter Schools' (LFCS) school counselor, will serve as the school's liaison and point of contact for homeless children and youths as well as foster children and youths. She can be reached at stacey.harrell@lfcsinc.org, 619.659.5131, or through the offices of any of our campuses located at 799 E Washington Ave El Cajon, CA 92020, 698 W Main Street El Cajon, CA 92020, 1012 E Bradley Ave El Cajon, CA 92021, or 1850 Alpine Blvd Alpine, CA 91901. The duties of the liaison include the following:

1. The liaison ensures homeless children and foster youths are identified by school personnel through outreach and coordination activities with other entities and agencies.
(42 U.S.C. Section 11432[g][6][A][i]; EC Section 48851[a])
2. The liaison ensures homeless children and foster youths are enrolled in, and have a full and equal opportunity to succeed in schools.
(42 U.S.C. Section 11432[g][6][A][ii]; EC Section 48850[a])
3. The liaison ensures homeless children, foster youths, and their families have access to and receive educational services for which they are eligible for, including Head Start, Early Intervention Program for Infant and Toddlers and preschool programs.
(42 U.S.C. Section 11432[g][6][A][iii]; EC Section 48850[a])
4. The liaison ensures homeless children, foster youths, and their families receive referrals to services for health care, dental, mental health, substance abuse, housing, and other appropriate services.
(42 U.S.C. Section 11432[g][6][A][iv]; EC Section 48851.5)
5. The liaison ensures public notice of the educational rights of homeless children and youths is disseminated in locations frequented by homeless parents, guardians, and unaccompanied youths.
42 U.S.C. Section 11432[g][6][A][vi]; EC Section 48852.5[a])
6. The liaison ensures enrollment, school selection, and eligibility disputes are mediated.
(42 U.S.C. Section 11432[g][6][A][vii]; EC Section 48852.7)
7. The liaison ensures homeless children, foster youths, and their families are provided with information on and assistance in accessing transportation, including to and from the school of origin.
(42 U.S.C. Sections 11432[g][6][A][viii], 11432[g][1][J][iii]; EC Section 48852.7[e][1])

8. The liaison ensures school personnel, including principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel, that provide services to homeless children, foster youths, and their families receive professional development and other support.
(42 U.S.C. Sections 11432[g][1][D], 11432[g][6][A][ix]; EC Section 48852.5[c])
9. The liaison ensures coordination occurs with state, community, and school personnel to provide education and related services to homeless children and foster youths.
(42 U.S.C. Section 11432[g][6][C]; EC Section 48851.5)
10. The liaison ensures the LEA collects and provides to the State Coordinator reliable, valid, and comprehensive data regarding homeless education.
(42 U.S.C. Section 11432[g][6][C]; EC Sections 48851[a] and [h])
11. The liaison will attend annual professional development to remain informed of the most recent changes in state and federal law regarding the education of homeless children and foster youth and to maintain and establish relationships with community, county, state, and federal resources for the education of homeless children and youth.

If a student is homeless or becomes homeless during the school year, or is a foster youth or becomes a foster youth during the school year, LFCS shall allow the student to continue their education with LFCS as their school of origin. LFCS is its own single school Local Education Agency (LEA).

The school of origin means the school the homeless child or foster youth attended when permanently housed or the school in which the homeless child or foster youth was last enrolled. If the school the homeless child or foster youth attended when permanently housed is different from the school in which the homeless child or foster youth was last enrolled, or if there is some other school that the homeless child or foster youth attended with which the child is connected and attended within the immediately preceding 15 months, the LEA liaison, in consultation and agreement of the child and the person holding educational rights shall determine, in the best interests of the child, the school of origin.
(EC Section 48852.7[f][2])

The homeless child shall be allowed to attend LFCS as their school of origin for the following duration:

1. For the duration of their homelessness, including continuing with feeder school patterns to ensure the child has the benefit of matriculating with his or her peers.
(42 U.S.C. Sections 11432[g][3][A][i], [g][3][I][ii]; EC Section 48852.7[c])
2. Through the remainder of the academic year, if the child or youth is in kindergarten through eighth grade and becomes permanently housed during an academic year.
(42 U.S.C. Section 11432[g][3][A][i][II]; EC Section 48852.7[b][2])
3. Through graduation of high school, if the child or youth was in high school and becomes permanently housed during an academic year.
(EC Section 48852.7[b][1])

If LFCS determines it is not in student's best interests to attend their school of origin, LFCS will provide written notice to the parent, guardian or unaccompanied youth of the reasons for its determination and provide information as to how to appeal the decision. (42 U.S.C Section 11432[g][3][B][iii])

If the homeless child or foster youth continues to live in the area served by LFCS as their school of origin and remains enrolled with LFCS, then LFCS will provide or arrange for the child's transportation to or from LFCS. (42 U.S.C. Section 11432[g][1][J][iii][I]; EC Section 48852.7[e]); 20 U.S.C. Section 6312[c][5][B]

If the child is attending LFCS as their school of origin but begins living in an area served by another LEA, LFCS and the LEA in which the child is living must agree upon a method to apportion responsibility and costs for providing the child the transportation to and from the school of origin.

(42 U.S.C. Section 11432[g][1][J][iii][II]; EC Section 48852.7[e]); 20 U.S.C. Section 6312[c][5][B][i][ii]

LFCS will immediately enroll the homeless child or youth, even if the child or youth:

- (a) Is unable to produce records normally required for enrollment, including immunization records. (42 U.S.C. Section 11432[g][3][C][i][I]; EC Sections 48850[a][3][A]; 48852.7[c][3])
- (b) Has missed application or enrollment deadlines during any period of homelessness. (42 U.S.C. Section 11432[g][3][C][i][II])
- (c) Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or does not have clothing normally required by the school, such as school uniforms. (42 U.S.C. Section 11432[g][1][I]; EC Section 48852.7[c][3])

LFCS will immediately refer parents, guardians or unaccompanied youth to LFCS' liaison to assist them in obtaining necessary immunization or other required health records. (42 U.S.C. Section 11432[g][3][C][iii])

LFCS shall maintain student records for each homeless child or youth so that the records are available when child or youth enters a new school or school district. (42 U.S.C. Section 11432[g][3][D])

LFCS shall treat information about a homeless child's or youth's living situation as a student education record, which shall not be deemed to be directory information, and shall not be released absent written consent. This would include not disclosing the homeless student's address. (42 U.S.C. Section 11432[g][3][G]; EC Section 49073[c])

When a homeless student transfers into LFCS, then LFCS shall:

Accept and issue full credit for any coursework that the student has satisfactorily completed and shall not require the student to retake the course. (42 U.S.C. Section 11432[g][1][F][ii]; EC Section 51225.2)

Issue partial credit for any coursework when the student did not complete the entire course, and allow the student to take the uncompleted portion. (42 U.S.C. Section 11432[g][1][F][ii]; EC Section 51225.2)

When a homeless student who has completed his/her second year of high school transfers to LFCS, he/she shall be:

Exempt from that district-established graduation requirements, unless LFCS finds that the student is reasonably able to complete the requirements and graduate by the end of the fourth year. (EC Section 51225.1[a])

Notified by LFCS, along with educational rights' holder, within 30 calendar days, of the availability of the exemption and whether the student qualifies for it. (EC Section 51225.1[d][2])

Under Literacy First Charter Schools' 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.

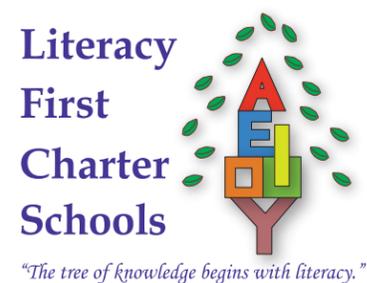
Literacy First Charter Schools will keep the homeless status of students confidential and will provide all homeless students full access to the entire academic and extra-curricular program comparable to those programs offered to other students. Homeless students will participate in the general education setting except where a 504, IEP, or some other legally binding agreement stipulates otherwise. LFCS will not stigmatize or segregate homeless children and youths.

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 or foster 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.

Adopted: Board Approved October 12, 2022



LITERACY FIRST CHARTER SCHOOLS TITLE IX POLICY AND GRIEVANCE PROCEDURES

Literacy First Charter Schools' Title IX Coordinator ("Coordinator"):

Daniel Sanchez
Athletic Director and Title IX Coordinator
1850 Alpine Blvd Alpine, CA 91901
619-659-5131
daniel.sanchez@lfcsinc.org

Definitions

Sexual Harassment

In accordance with Title IX (20 U.S.C. § 1681 et seq.; 34 C.F.R. Part 106) and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by LFCS.

Literacy First Charter Schools ("LFCS") is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a)

Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Examples of conduct that may fall within the Title IX definition of sexual harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in LFCS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that LFCS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in LFCS's education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Grievance Procedures

Scope of Grievance Procedures

For formal complaints of sexual harassment under Title IX, LFCS will utilize the sexual harassment grievance procedures listed below in addition to its Uniform Complaint Policy when applicable.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Coordinator (or the Executive Director if the complaint is against the Coordinator) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. LFCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

LFCS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by LFCS on a case-by-case basis.

LFCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a Title IX Coordinator, investigator or decision-maker and any person who facilitates

an informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Supportive Measures Under Title IX

Upon the receipt of a report of sexual harassment or a formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to LFCS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or LFCS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. LFCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of LFCS to provide the supportive measures.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Coordinator or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days.

At the conclusion of the investigation, the Coordinator or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Coordinator, the Executive Director or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

For investigations of and responses to formal complaints of sexual harassment under Title IX, the following grievance procedures will apply:

- **Notice of the Allegations**
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

- A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that LFCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- **Emergency Removal**
 - LFCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with LFCS's policies.
 - LFCS may remove a respondent from LFCS's education program or activity on an emergency basis, in accordance with LFCS's policies, provided that LFCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
 - **Informal Resolution**
 - If a formal complaint of sexual harassment is filed, LFCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If LFCS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - LFCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
 - **Investigation Process**
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. LFCS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than thirty (30) school days. If the investigator determines that an investigation will take longer than thirty (30) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete. The entire Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and re-view any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, LFCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- **Dismissal of a Formal Complaint of Sexual Harassment**
 - If the investigation reveals that the alleged harassment did not occur in LFCS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable LFCS policy.
 - LFCS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at LFCS; or
 - The specific circumstances prevent LFCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, LFCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
 - **Determination of Responsibility**
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
 - LFCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of LFCS's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from LFCS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by LFCS in response to a formal complaint of sexual harassment.

Right of Appeal

The following appeal rights and procedures will apply to formal complaints of sexual harassment under Title IX:

- The complainant and the respondent shall have the same appeal rights and LFCS will implement appeal procedures equally for both parties.
- Within five (5) business days of LFCS’s written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from LFCS’s dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- LFCS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

LFCS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Board Adopted/Ratified: February 12, 2025

LITERACY FIRST CHARTER SCHOOLS TITLE IX COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements; etc.) (Attach additional pages, if needed):

I hereby authorize LFCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from LFCS.

Signature of Complainant

Date: _____

Print Name

To be completed by LFCS:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

4865-0092-2159, v. 4

STAFF/STUDENT INTERACTION POLICY

LFCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 1. Stopping a student from fighting with another student;
 2. Preventing a pupil from committing an act of vandalism;
 3. Defending yourself from physical injury or assault by a student;
 4. Forcing a pupil to give up a weapon or dangerous object;
 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears to be a violation of this policy, it is the duty of every staff member to immediately report it to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

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.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Steve Robinson
Chief Business Officer
698 W. Main St.
El Cajon, CA 92020
619.579.7233

Sample Form



INFORMED CONSENT AND ACKNOWLEDGMENT FOR ATHLETIC ACTIVITIES

The undersigned has read and understands the material contained in this form and hereby authorizes (Student Name) to participate in (insert specific athletic activity or activities) while enrolled at LFCS or any LFCS School.

By their very nature, athletic activities can put students in situations in which SERIOUS, CATASTROPHIC and perhaps FATAL injuries may occur. These injuries could include, but are not limited to the following:

- Sprains/strains, Fractures, Cuts/abrasions, Unconsciousness, Paralysis, Disfigurement, Head injuries, Loss of eyesight, Death

Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution or supervision will eliminate all risk of injury. Although the school may suggest or recommend the use of certain equipment to be purchased by the students, the school does not guarantee that such equipment will be free from defects or protect the student from injury. By granting permission for your son/daughter to participate in athletic activities, you, the parent/legal guardian, acknowledge that such risk exists and assume these risks.

Participation by your child is voluntary and is not required by the school.

The undersigned has read and hereby agrees to hold LFCS Inc., or any LFCS School, its employees, agents, volunteers and/or sponsors and any other person, firm or corporation charged or chargeable with responsibility or liability, free and harmless from any and all claims, demands, damages, costs, expenses, loss of services, action and causes of action resulting from the use of facilities, equipment and participation by my son/daughter in the above named athletic activity, to the fullest extent of the law.

Parent/Legal Guardian (Print Name) Parent/Legal Guardian (signature) Date

Student (Print Name) Student (signature) Date

DISCLAIMER: This material is for informational purposes only. It is not intended to give specific legal or risk management advice, nor are any suggested checklists or actions plans intended to include or address all possible risk management exposures or solutions. You are encouraged to retain your own expert consultants and legal advisors in order to develop a risk management plan specific to your Charter School.

Notes:

Horizontal lines for notes



GRADES K-8 POLO COLORS *Pique knit - not performance or dry fit*
Recommended Brands: Cat & Jack at Target, Children's Place, French Toast



BOTTOMS *Recommended Brands: French Toast, Nautica, Children's Place*



GRADES 4-8: Additional Polo + Skirt Colors



Found ONLY at French Toast

OUTERWEAR



ACCESSORIES



Belts, ties, knee-high socks, leggings, long sleeve shirts worn under polos or tights must be only polo shirt solid colors. (Exception: Black leggings are permissible.)

HATS



Hats may be worn on the playground only. Only official LFCs hats are allowed to be worn at school

FIELD TRIP



Red Logo Polo
****Available in the offices****

Navy Logo Sweatshirt

HALF DAY FRIDAYS

Jean Pants, Shorts, Capris, Skorts or Skirts + Any LFCs Spirit Shirt



Blue only & well maintained

PLEF Spirit Wear



LFCs Website



PTLC Spirit Store



**Attire is to be clean, neat and in good repair. Students should be in prescribed dress at all times (Dress-up days excepted).*

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. Hair must be a natural color.

Shoes: Closed toed shoes and shoes with fixed backs that are not moveable must be worn at school. Croc-like shoes are not allowed.

Field Trip: Students must wear a red logo polo. If outerwear is needed, it must be a navy logo jacket. There are no exceptions to this policy. Order these early, so you are prepared on the first field trip.

Other: Underclothing or bare skin may not be visible. Body piercing and tattoos are not permissible. Heavy makeup or excessive accessorizing is inappropriate. Jewelry must not distract from learning.

SUGGESTED BRANDS:



Suggested styles from French Toast:

BOYS



Boys' Relaxed Fit Twill Pant



Boys' Flat Front Stretch Twill Short



Short Sleeve Pique Polo

GIRLS



Girls' Pull-On Straight Fit Stretch Twill Pant



Girls' Stretch Twill Bermuda Short



Pleated Two-Tab Skort



Short Sleeve Fitted Stretch Pique Polo (Feminine Fit)



Pull-On Kick Pleat Performance Skort



Plaid Pleated Two-Tab Skort



Box Pleat Jumper

NOT APPROVED:

- Puff sleeves
- Ruffles
- Peter Pan Collar
- Polo Dress

PRESCRIBED DRESS

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).

Field Trip: Students must wear a red logo polo. Polos can be purchased from any school office. If outerwear is needed, it must be a navy logo jacket. 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. Hair must be a natural color.

Outerwear: Sweaters and jackets must be solid navy only. No stripes, patterns, or designs.

Shoes: Closed toed shoes and shoes with fixed backs that are not moveable must be worn at school. Croc-like shoes are not allowed.

Hats: Hats may be worn on the playground only. Only official LFCS hats are allowed to be worn at school.

Polos: Polos are to be solid in color. Peter Pan and Oxford shirts are no longer prescribed dress.

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. No cargo pants, cargo shorts, or corduroys. Pants must be the correct size, not over-sized, baggy, or too tight, and must be worn at the waist. Un-hemmed skirts, pants or shorts are inappropriate.

Accessories: Belts, ties, knee-high socks, leggings or tights must be only polo shirt solid colors. (Exception: Black leggings are permissible.) Acrylic/Fake nails: Acrylic or other types of fake nails are not allowed to be worn at school due to safety reasons.

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 in the school offices (plaid 4th-8th 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.

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Literacy First Charter Schools



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www.lfcsinc.org

Coversheet

Form 700

Section: III. Chief Business Officer's Report
Item: K. Form 700
Purpose: FYI
Submitted by:
Related Material: Form_700_2025 Template.pdf

2025-2026 Statement of Economic Interests



Form 700

A Public Document

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Helpful Resources

- Video Tutorials
- Reference Pamphlet
- Excel Version
- FAQs
- Gift and Travel Fact Sheet for State and Local Officials

California Fair Political Practices Commission

1102 Q Street, Suite 3050 • Sacramento, CA 95811

Email Advice: advice@fppc.ca.gov

Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772

Telephone: (916) 322-5660 • Website: www.fppc.ca.gov

December 2025

Quick Start Guide
Detailed instructions begin on page 3.

WHEN IS THE ANNUAL STATEMENT DUE?

- March 2 – Elected State Officers, Judges (Supreme, Appellate, Superior Court), Retired Judges, Pro Tem Judges, Court Commissioners, State Board and Commission members listed in Government Code Section 87200
- April 1 – Most other filers

WHERE DO I FILE?

Most people file the Form 700 with their agency. Certain filers are required to file electronically with the FPPC. (See next page). If you're not sure where to file your Form 700, contact your filing officer or the person who asked you to complete it.

ITEMS TO NOTE!

- The Form 700 is a public document.
- Only filers serving in active military duty may receive an extension on the filing deadline.
- You must also report interests held by your spouse or registered domestic partner.
- Your agency's conflict of interest code will help you to complete the Form 700. You are encouraged to get your conflict of interest code from the person who asked you to complete the Form 700.

NOTHING TO REPORT?

Mark the "No reportable interests" box on Part 4 of the Cover Page, and submit only the signed Cover Page. Please review each schedule carefully!

Schedule	Common Reportable Interests	Common Non-Reportable Interests
A-1: Investments	Stocks, including those held in an IRA or 401K. Each stock must be listed.	Insurance policies, government bonds, diversified mutual funds, funds similar to diversified mutual funds.
A-2: Business Entities/Trusts	Business entities, sole proprietorships, partnerships, LLCs, corporations and trusts. (e.g., Form 1099 filers).	Savings and checking accounts, cryptocurrency, and annuities.
B: Real Property	Rental property in filer's jurisdiction, or within two miles of the boundaries of the jurisdiction.	A residence used exclusively as a personal residence (such as a home or vacation property).
C: Income	Non-governmental salaries. Note that filers are required to report only half of their spouse's or partner's salary.	Governmental salary (from school district, for example).
D: Gifts	Gifts from businesses, vendors, or other contractors (meals, tickets, etc.).	Gifts from family members.
E: Travel Payments	Travel payments from third parties (not your employer).	Travel paid by your government agency.

Note: Like reportable interests, non-reportable interests may also create conflicts of interest and could be grounds for disqualification from certain decisions.

QUESTIONS?

- advice@fppc.ca.gov
- (866) 275-3772 Mon-Thurs, 9-11:30 a.m.

E-FILING ISSUES?

- If using your agency's system, please contact technical support at your agency.
- If using FPPC's e-filing system, write to form700@fppc.ca.gov.

What to Know

What's New

Gift Limit Increase

The gift limit increased to **\$630** for calendar years **2025** and **2026**. The gift limit in calendar year 2024 was \$590.

Required Electronic Filing for FPPC (Section 87500) Filers

Certain candidates and officials specified in Section 87500 are now required to file their Form 700 electronically using the FPPC's e-filing system. Filers for the offices listed under Section 87500 should contact the FPPC at form700@fppc.ca.gov to obtain their login and password information.

Reporting Prospective Employment

Effective January 1, 2026, Section 87200 Filers must report any arrangement for prospective employment on attachment Form 700-P. Attachment Form 700-P is filed electronically via the FPPC's e-filing portal. (See Reference Pamphlet, page 16, for more information.)

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees, appointed officials, and consultants filing pursuant to a conflict of interest code ("code filers"). **Obtain your disclosure categories, which describe the interests you must report, from your agency;** they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict of interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)

Exception:

- Candidates for a county central committee are not required to file the Form 700
- Employees in newly created positions of existing agencies

For more information, see Reference Pamphlet, page 3, at www.fppc.ca.gov.

Where to file:

Code Filers — State and Local Officials, Employees, and Consultants Designated in a Conflict of Interest Code:

File with your agency, board, or commission unless otherwise specified in your agency's code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Newly Created Boards and Commissions: File with your agency or with your agency's code reviewing body pursuant to Regulation 18754.

Employees in Newly Created Positions of Existing Agencies: File with your agency or with your agency's code reviewing body. (See Reference Pamphlet, page 3.)

Multi-County Agencies, Boards, Commissions: File with your agency, board, or commission unless otherwise specified in your agency's code. Please review your agency's conflict of interest code as some multi-county offices are required to file electronically with the FPPC. In most cases, the agency, board, or commission will retain the statements.

87200 State Filers, for offices not specified in Section 87500, file as follows: File with your agency, board, or commission unless otherwise specified in your agency's code. Please review your agency's conflict of interest code as some 87200 state offices are required to file electronically with the FPPC. In most cases, the agency, board, or commission will retain the statements.

87200.5 Filers — Groundwater Sustainability Agency:

Members of the Board of Directors and Executives (e.g., Executive Director, General Manager, or other equivalent position) file electronically with the FPPC.

Officials and Candidates Specified in Section 87500, FPPC Filers:

The Act requires that the following officeholders and candidates for the positions listed below file electronically using the FPPC's e-filing system.

- Statewide elected officers and candidates for statewide elective office. (For a complete list of statewide elected officers please see Reference Pamphlet, Page 6.)
- Members and candidates for the Legislature and State Board of Equalization
- Designated employees of the Legislature directed to file with the FPPC by the house of the Legislature by which they are employed
- Members of the Public Utilities Commission, State Energy Resources Conservation and Development Commission, or California Coastal Commission
- Members of a state licensing or regulatory board, bureau, or commission
- Members of the Fair Political Practices Commission
- Appointed members to a state board, commission, or similar multimember body of the state if the FPPC has been designated as the filing officer in the conflict of interest code of the respective board, commission, or body. (Please contact your agency for a copy of your agency's conflict of interest code.)
- Designated employees of more than one joint powers insurance agency who elect to file a multiagency statement pursuant to Section 87350
- Judges (Supreme, Appellate, Superior Court), Retired Judges, Pro Tem Judges, court commissioners, or candidates for judge
- Officeholder or candidate for the office of district attorney, county counsel, county treasurer, or county board of supervisors
- Officeholder or candidate for the office of city council member, city treasurer, city attorney, or mayor
- County chief administrative officer, city manager, or if there is no city manager, the chief administrative officer
- County or city planning commissioner
- Head of a local government agency or member of a local government board or commission, if the FPPC has been designated as the filing officer in the conflict of interest code of the respective agency, board, or commission. (Please contact your agency for a copy of your agency's conflict of interest code.)
- A public official who manages public investments

Candidates, for offices not listed in Section 87500 above, file as follows:

- County offices (e.g., candidates running for local elective office that are designated in a conflict of interest code): File with your county elections official.
- City offices (e.g., candidates running for local elective office that are designated in a conflict of interest code): File with your City Clerk.
- Multi-county offices: File with your county elections official with whom you file your declaration of candidacy.

What to Know Continued

How to file:

The Form 700 is available at www.fppc.ca.gov. Additional PDF schedules of Form 700 are available on the FPPC's website. Form 700 schedules are also available in Excel format. Filers should always check with their filing officer to see if their agency requires a particular filing method. All statements are signed under penalty of perjury and must be verified by the filer. See Regulation 18723.1(c) for filing instructions for copies of expanded statements. Depending on your agency's requirements, statements can be required to be filed in the following formats:

Wet Signature ➤ Each Statement must have a handwritten "wet" signature. Wet signature statements can be filed either by hand delivery or mail.

Digital Signature ➤ Each statement must be signed with a verified digital signature via the filer's agency email address *if permitted by the filing officer*. The statement must be sent by email as a PDF with the digital signature affixed to the document. (See Regulations 18104 and 18757, as well as FPPC's Filing with a Digital Signature Fact Sheet for additional guidance).

Electronic Signature ➤ Each statement must be signed with a secure electronic signature submitted using an approved electronic filing system. Filers must be duly authorized by their filing officer to file electronically under Government Code Section 87500.2.

When to file:

Annual Statements

➤ March 2, 2026

- Elected State Officers
- Judges (Supreme, Appellate, Superior Court), Retired Judges, Pro Tem Judges, and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

➤ April 1, 2026

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their filing official or filing officer.

Statements postmarked by the filing deadline are considered filed on time.

Statements of 30 pages or less may be emailed or faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

Exception:

If you assumed office between October 1, 2025, and December 31, 2025, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2027, or April 1, 2027, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2026. (See Reference Pamphlet, page 7, for additional exceptions.)

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents. A candidate statement is not required if you filed an assuming office or annual statement for the same jurisdiction within 60 days before filing a declaration of candidacy or other nomination documents.

Certain candidates listed in Government Code Section 87500, FPPC Filers, are required to file their candidate statement electronically via the FPPC's e-filing system. Please refer to Page 3, Where to File section, for the list of offices required to file electronically with FPPC. Filers for the offices listed under Section 87500 should contact the FPPC at form700@fppc.ca.gov to obtain their login and password information.

Late Statements

There is no provision for filing deadline extensions unless the filer is serving in active military duty. (See page 20 for information on penalties and fines.)

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. The amended schedule(s) is attached to your original filed statement. Obtain amendment schedules at www.fppc.ca.gov. Filers authorized to file electronically amend their statements using their agency's electronic filing system. *Note:* If you are a candidate or officeholder listed under Government Code Section 87500, FPPC Filers, then you must amend your statements electronically using the FPPC's e-filing system.

Types of Statements

Assuming Office Statement:

If you are a newly appointed official or are newly employed in a position designated, or that will be designated, in a state or local agency's conflict of interest code, your assuming office date is the date you were sworn in or otherwise authorized to serve in the position. If you are a newly elected official, your assuming office date is the date you were sworn in.

- Report: Investments, interests in real property, and business positions held on the date you assumed the office or position must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date you assumed the office or position.

For positions subject to confirmation by the State Senate or the Commission on Judicial Appointments, your assuming office date is the date you were appointed or nominated to the position.

- Example: Maria Lopez was nominated by the Governor to serve on a state agency board that is subject to state Senate confirmation. The assuming office date is the date Maria's nomination is submitted to the Senate. Maria must report investments, interests in real property, and business positions Maria holds on that date, and income (including loans, gifts, and travel payments) received during the 12 months prior to that date.

If your office or position has been added to a newly adopted or newly amended conflict of interest code, use the effective date of the code or amendment, whichever is applicable.

- Report: Investments, interests in real property, and business positions held on the effective date of the code or amendment must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the effective date of the code or amendment.

Annual Statement:

Generally, the period covered is January 1, 2025, through December 31, 2025. If the period covered by the statement is different than January 1, 2025, through December 31, 2025, (for example, you assumed office between October 1, 2024, and December 31, 2024 or you are combining statements), you must specify the period covered.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2025.
- If your disclosure category changes during a reporting period, disclose under the old category until the effective date of the conflict of interest code amendment and disclose under the new disclosure category through the end of the reporting period.

Leaving Office Statement:

Generally, the period covered is January 1, 2025, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2025, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2024, and December 31, 2024, or you are combining statements), the period covered must be specified. The reporting period can cover parts of two calendar years.

- Report: Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2025.

Candidate Statement:

If you are filing a statement in connection with your candidacy for state or local office, investments, interests in real property, and business positions held on the date of filing your declaration of candidacy must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date of filing your declaration of candidacy is reportable. Do not change the preprinted dates on Schedules A-1, A-2, and B.

Candidates running for local elective offices (e.g., county sheriffs, city clerks, school board trustees, or water district board members) must file candidate statements, as required by the conflict of interest code for the elected position. The code may be obtained from the agency of the elected position.

Amendments:

If you discover errors or omissions on any statement, file an amendment as soon as possible. You are only required to amend the schedule that needs to be revised; it is not necessary to refile the entire form. Obtain amendment schedules from the FPPC website at www.fppc.ca.gov.

Note: Once you file your statement, you may not withdraw it. All changes must be noted on amendment schedules.

Expanded Statement:

If you hold multiple positions subject to reporting requirements, you may be able to file an expanded statement for each position, rather than a separate and distinct statement for each position. The expanded statement must cover all reportable interests for all jurisdictions and list all positions on the Form 700 or on an attachment for which it is filed. The rules and processes governing the filing of an expanded statement are set forth in Regulation 18723.1.



STATEMENT OF ECONOMIC INTERESTS
COVER PAGE
A PUBLIC DOCUMENT

Date Initial Filing Received
 Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name *(Do not use acronyms)*

Division, Board, Department, District, if applicable Your Position

► If filing for multiple positions, list below or on an attachment. *(Do not use acronyms)*

Agency: _____ Position: _____

2. Jurisdiction of Office *(Check at least one box)*

State Judge (Supreme, Appellate, Superior Court), Retired Judge, Pro Tem Judge, or Court Commissioner (Statewide Jurisdiction)
 Multi-County _____ County of _____
 City of _____ Other _____

3. Type of Statement *(Check at least one box)*

Annual: The period covered is January 1, 2025, through December 31, 2025. **Leaving Office:** Date Left ____/____/_____
(Check one circle below.)
 -or- The period covered is ____/____/_____, through December 31, 2025. The period covered is January 1, 2025, through the date of leaving office.
 -or- **Assuming Office:** Date assumed ____/____/_____. The period covered is ____/____/_____, through the date of leaving office.
Candidate: Date of Election _____ and office sought, if different than Part 1: _____

4. Schedule Summary (required)

► **Total number of pages including this cover page:** _____

Schedules attached

Schedule A-1 - Investments – schedule attached **Schedule C - Income, Loans, & Business Positions** – schedule attached
Schedule A-2 - Investments – schedule attached **Schedule D - Income – Gifts** – schedule attached
Schedule B - Real Property – schedule attached **Schedule E - Income – Gifts – Travel Payments** – schedule attached
Attachment 700-P - Prospective Employment (87200 Filers Only) – schedule attached

-or- **None - No reportable interests on any schedule**

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER EMAIL ADDRESS
 ()

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed _____ Signature _____
(month, day, year) *(File the originally signed paper statement with your filing official.)*

Instructions Cover Page

Enter your name, mailing address, and daytime telephone number in the spaces provided. **Because the Form 700 is a public document, you may list your business/office address instead of your home address.**

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm’s name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court).
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45). **Do not use acronyms.**
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst).
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission) you may be required to file separate and distinct statements with each agency. To simplify your filing obligations, in some cases you may instead complete a single expanded statement and file it with each agency.
 - The rules and processes governing the filing of an expanded statement are set forth in Regulation 18723.1. To file an expanded statement for multiple positions, enter the name of each agency with which you are required to file and your position title with each agency in the space provided. **Do not use acronyms.** Attach an additional sheet if necessary. Complete one statement disclosing all reportable interests for all jurisdictions. Then file the expanded statement with each agency as directed by Regulation 18723.1(c).

If you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand their annual filing to include both positions.

Example:

Brian Bourne is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers the Counties of Placer and Yuba. The City is located within Placer County. Brian may complete one expanded statement to disclose all reportable interests for both offices and list both positions on the Cover Page. Brian will file the expanded statement with each the City and the District as directed by Regulation 18723.1(c).

Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 14, to determine their jurisdiction.
- If your agency is a multi-county office, list each county in which your agency has jurisdiction.

- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the “other” box and enter the county or city in which the agency has jurisdiction.

Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.

1. Office, Agency, or Court	
Agency Name (Do not use acronyms)	
Feather River Irrigation District	
Division, Board, Department, District, if applicable	Your Position
N/A	Board Member
▶ If filing for multiple positions, list below or on an attachment. (Do not use acronyms)	
Agency: N/A	Position:
2. Jurisdiction of Office (Check at least one box)	
<input type="checkbox"/> State	<input type="checkbox"/> Judge or Court Commissioner (Statewide Jurisdiction)
<input checked="" type="checkbox"/> Multi-County Yuba & Sutter Counties	<input type="checkbox"/> County of _____
<input type="checkbox"/> City of _____	<input type="checkbox"/> Other _____

Part 3. Type of Statement

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2025 annual statement, **do not** change the pre-printed dates to reflect 2026. Your annual statement is used for reporting the **previous year’s** economic interests. Economic interests for your annual filing covering January 1, 2026, through December 31, 2026, will be disclosed on your statement filed in 2027. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements for the same position may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

- Complete the Schedule Summary after you have reviewed each schedule to determine if you have reportable interests.
- Enter the total number of completed pages including the cover page and either check the box for each schedule you use to disclose interests; **or** if you have nothing to disclose on any schedule, check the “No reportable interests” box. Please **do not** attach any blank schedules.

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. Each statement must have an original “wet” signature unless filed with a secure electronic signature. (See page 4 above.) All statements must be signed under penalty of perjury and be verified by the filer pursuant to Government Code Section 81004. See Regulation 18723.1(c) for filing instructions for copies of expanded statements.

When you sign your statement, you are stating, under penalty of perjury, that it is true and correct. Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

SCHEDULE A-1

Investments

Stocks, Bonds, and Other Interests

(Ownership Interest is Less Than 10%)

Investments must be itemized.

Do not attach brokerage or financial statements.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____ (Describe)

Partnership Income Received of \$0 - \$499
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

_____/_____/25 ____/____/25
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____ (Describe)

Partnership Income Received of \$0 - \$499
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

_____/_____/25 ____/____/25
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____ (Describe)

Partnership Income Received of \$0 - \$499
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

_____/_____/25 ____/____/25
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____ (Describe)

Partnership Income Received of \$0 - \$499
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

_____/_____/25 ____/____/25
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____ (Describe)

Partnership Income Received of \$0 - \$499
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

_____/_____/25 ____/____/25
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE

\$2,000 - \$10,000	\$10,001 - \$100,000
\$100,001 - \$1,000,000	Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____ (Describe)

Partnership Income Received of \$0 - \$499
Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

_____/_____/25 ____/____/25
ACQUIRED DISPOSED

Comments: _____

Instructions – Schedules A-1 and A-2 Investments

“Investment” means a financial interest in any business entity (including a consulting business or other independent contracting business) that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency’s jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more at any time during the reporting period. (See Reference Pamphlet, page 14.)

Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 14.)
- Sole proprietorships
- Your own business or your spouse’s or registered domestic partner’s business (See Reference Pamphlet, page 9, for the definition of “business entity.”)
- Your spouse’s or registered domestic partner’s investments even if they are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 16.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. (See Reference Pamphlet, page 17, for more information on disclosing trusts.)
- Business trusts

You are not required to disclose:

- Government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. (See Reference Pamphlet, page 14.) (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Cryptocurrency
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)

Reminders

- Do you know your agency’s jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

- Retirement accounts invested in non-reportable interests (e.g., insurance policies, mutual funds, or government bonds) (See Reference Pamphlet, page 16.)
- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Certain interests held in a blind trust (See Reference Pamphlet, page 17.)

Use Schedule A-1 to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. (See second example below.)

Use Schedule A-2 to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity. Do not use acronyms for the name of the business entity, unless it is one that is commonly understood by the public.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively. (See page 21 for more information.)
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

Examples:

Frank Byrd holds a state agency position. Frank’s conflict of interest code requires full disclosure of investments. Frank must disclose stock holdings of \$2,000 or more in any company that is located in or does business in California, as well as those stocks held by Frank’s spouse or registered domestic partner and dependent children.

Alice Lance is a city council member. Alice has a 4% interest, worth \$5,000, in a limited partnership located in the city. Alice must disclose the partnership on Schedule A-1 and income of \$500 or more received from the partnership on Schedule C.

SCHEDULE A-2

Investments, Income, and Assets of Business Entities/Trusts

(Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700

FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one
 Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE	IF APPLICABLE, LIST DATE:	
\$0 - \$1,999	____/____/25	____/____/25
\$2,000 - \$10,000	ACQUIRED	DISPOSED
\$10,001 - \$100,000		
\$100,001 - \$1,000,000		
Over \$1,000,000		

NATURE OF INVESTMENT
 Partnership Sole Proprietorship _____ Other

YOUR BUSINESS POSITION _____

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one
 Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE	IF APPLICABLE, LIST DATE:	
\$0 - \$1,999	____/____/25	____/____/25
\$2,000 - \$10,000	ACQUIRED	DISPOSED
\$10,001 - \$100,000		
\$100,001 - \$1,000,000		
Over \$1,000,000		

NATURE OF INVESTMENT
 Partnership Sole Proprietorship _____ Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

\$0 - \$499	\$10,001 - \$100,000
\$500 - \$1,000	OVER \$100,000
\$1,001 - \$10,000	

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

\$0 - \$499	\$10,001 - \$100,000
\$500 - \$1,000	OVER \$100,000
\$1,001 - \$10,000	

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

None or Names listed below _____

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

None or Names listed below _____

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:
 INVESTMENT REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property _____

Description of Business Activity or City or Other Precise Location of Real Property _____

FAIR MARKET VALUE	IF APPLICABLE, LIST DATE:	
\$2,000 - \$10,000	____/____/25	____/____/25
\$10,001 - \$100,000	ACQUIRED	DISPOSED
\$100,001 - \$1,000,000		
Over \$1,000,000		

NATURE OF INTEREST
 Property Ownership/Deed of Trust Stock Partnership

Leasehold _____ Other _____
 Yrs. remaining

Check box if additional schedules reporting investments or real property are attached

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:
 INVESTMENT REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property _____

Description of Business Activity or City or Other Precise Location of Real Property _____

FAIR MARKET VALUE	IF APPLICABLE, LIST DATE:	
\$2,000 - \$10,000	____/____/25	____/____/25
\$10,001 - \$100,000	ACQUIRED	DISPOSED
\$100,001 - \$1,000,000		
Over \$1,000,000		

NATURE OF INTEREST
 Property Ownership/Deed of Trust Stock Partnership

Leasehold _____ Other _____
 Yrs. remaining

Check box if additional schedules reporting investments or real property are attached

Comments: _____

Instructions – Schedule A-2

Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity (including a consulting business or other independent contracting business) or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children, together or separately, had a 10% or greater interest, totaling \$2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 14.) A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was \$2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management). A business position held by your spouse is not reportable.

Part 2. Check the box indicating **your pro rata** share of the **gross** income received **by** the business entity or trust. This amount includes your pro rata share of the **gross** income **from** the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan **to the business entity or trust** identified in Part 1 if your pro rata share of the **gross** income (including your community property interest in your spouse's or registered domestic partner's share) to the business entity or trust from that source was \$10,000 or more during the reporting period. (See Reference Pamphlet, page 12, for examples.) Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.
- Disclose each individual or entity that was a source of commission income of \$10,000 or more during the reporting period through the business entity identified in Part 1. (See Reference Pamphlet, page 9.)

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of \$10,000 or more, must be disclosed.

Mark "None" if you do not have any reportable \$10,000 sources of income to disclose. Phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" are not adequate disclosure. (See Reference Pamphlet, page 15, for information on procedures to request an exemption from disclosing privileged information.)

Part 4. Report any investments or interests in real property held or leased **by the entity or trust** identified in Part 1 if your pro rata share of the interest held was \$2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

CALIFORNIA FORM 700
 FAIR POLITICAL PRACTICES COMMISSION
 Name _____

SCHEDULE B
Interests in Real Property
 (Including Rental Income)

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS _____

CITY _____

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:

\$2,000 - \$10,000		
\$10,001 - \$100,000	____/____/25	____/____/25
\$100,001 - \$1,000,000	ACQUIRED	DISPOSED
Over \$1,000,000		

NATURE OF INTEREST

Ownership/Deed of Trust	Easement
Leasehold _____	_____
Yrs. remaining	Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

\$0 - \$499	\$500 - \$1,000	\$1,001 - \$10,000
\$10,001 - \$100,000	OVER \$100,000	

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

None

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS _____

CITY _____

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:

\$2,000 - \$10,000		
\$10,001 - \$100,000	____/____/25	____/____/25
\$100,001 - \$1,000,000	ACQUIRED	DISPOSED
Over \$1,000,000		

NATURE OF INTEREST

Ownership/Deed of Trust	Easement
Leasehold _____	_____
Yrs. remaining	Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED

\$0 - \$499	\$500 - \$1,000	\$1,001 - \$10,000
\$10,001 - \$100,000	OVER \$100,000	

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.

None

* You are not required to report loans from a commercial lending institution made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

INTEREST RATE TERM (Months/Years)

_____ %	None	_____
---------	------	-------

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000	\$1,001 - \$10,000
\$10,001 - \$100,000	OVER \$100,000

Guarantor, if applicable _____

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

INTEREST RATE TERM (Months/Years)

_____ %	None	_____
---------	------	-------

HIGHEST BALANCE DURING REPORTING PERIOD

\$500 - \$1,000	\$1,001 - \$10,000
\$10,001 - \$100,000	OVER \$100,000

Guarantor, if applicable _____

Comments: _____

Instructions – Schedule C

Income, Loans, & Business Positions

(Income Other Than Gifts and Travel Payments)

Reporting Income:

Report the source and amount of gross income of \$500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. (See Reference Pamphlet, page 12.) You must also report the source of income to your spouse or registered domestic partner if your community property share was \$500 or more during the reporting period.

The source and income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 14.) Reportable sources of income may be further limited by your disclosure category located in your agency's conflict of interest code.

Reporting Business Positions:

You must report your job title with each reportable business entity even if you received no income during the reporting period. Use the comments section to indicate that no income was received.

Commonly reportable income and loans include:

- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - **report the employer's name and all other required information**
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 9.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 11.)
- Incentive compensation (See Reference Pamphlet, page 13.)

Reminders

- Code filers – your disclosure categories may not require disclosure of all sources of income.
- 87200 Filers – if reporting prospective employment, use attachment Form 700-P available on the FPPC's e-filing portal. Do not use Schedule C to report prospective employment.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are not required to report:

- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.
- Stock dividends and income from the sale of stock unless the source can be identified.
- Income from a PERS retirement account.

(See Reference Pamphlet, page 13.)

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure

- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of \$10,000 or more. (See Reference Pamphlet, page 9.) **Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.**
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period

- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
 - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
 - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

CALIFORNIA FORM 700
 FAIR POLITICAL PRACTICES COMMISSION
 Name _____

SCHEDULE D Income – Gifts

<p>▶ NAME OF SOURCE <i>(Not an Acronym)</i></p> <p>_____</p> <p>ADDRESS <i>(Business Address Acceptable)</i></p> <p>_____</p> <p>BUSINESS ACTIVITY, IF ANY, OF SOURCE</p> <p>_____</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">DATE (mm/dd/yy)</th> <th style="text-align: left; border-bottom: 1px solid black;">VALUE</th> <th style="text-align: left; border-bottom: 1px solid black;">DESCRIPTION OF GIFT(S)</th> </tr> </thead> <tbody> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> </tbody> </table>	DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)	____/____/____	\$ _____	_____	____/____/____	\$ _____	_____	____/____/____	\$ _____	_____	<p>▶ NAME OF SOURCE <i>(Not an Acronym)</i></p> <p>_____</p> <p>ADDRESS <i>(Business Address Acceptable)</i></p> <p>_____</p> <p>BUSINESS ACTIVITY, IF ANY, OF SOURCE</p> <p>_____</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">DATE (mm/dd/yy)</th> <th style="text-align: left; border-bottom: 1px solid black;">VALUE</th> <th style="text-align: left; border-bottom: 1px solid black;">DESCRIPTION OF GIFT(S)</th> </tr> </thead> <tbody> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> <tr> <td>____/____/____</td> <td>\$ _____</td> <td>_____</td> </tr> </tbody> </table>	DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)	____/____/____	\$ _____	_____	____/____/____	\$ _____	_____	____/____/____	\$ _____	_____
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____/____/____	\$ _____	_____																							
____/____/____	\$ _____	_____																							

Comments: _____

Instructions – Schedule D

Income – Gifts

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is \$50 or more. In addition, multiple gifts totaling \$50 or more received during the reporting period from a single source must be reported.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over \$50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary. You may indicate an intermediary either in the "source" field after the name or in the "comments" section at the bottom of Schedule D.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes not used for official agency business
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 17)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 11.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

Reminders

- Gifts from a single source are subject to a \$630 limit for calendar years 2025 and 2026. The gift limit in calendar year 2024 was \$590. (See Reference Pamphlet, page 11.)
- Code filers – you only need to report gifts from reportable sources.

You are not required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization or government agency without being claimed by you as a charitable contribution for tax purposes
- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, and certain other family members (See Regulation 18942 for a complete list.). The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.
- Gifts of similar value exchanged between you and an individual, other than a lobbyist registered to lobby your state agency, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than \$250
- Campaign contributions
- Up to two tickets, for your own use, to attend a fundraiser for a campaign committee or candidate, or to a fundraiser for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. The ticket must be received from the organization or committee holding the fundraiser.
- Gifts given to members of your immediate family if the source has an established relationship with the family member and there is no evidence to suggest the donor had a purpose to influence you. (See Regulation 18943.)
- Free admission, food, and nominal items (such as a pen, pencil, mouse pad, note pad or similar item) available to all attendees, at the event at which the official makes a speech (as defined in Regulation 18950(b)(2)), so long as the admission is provided by the person who organizes the event.
- Any other payment not identified above, that would otherwise meet the definition of gift, where the payment is made by an individual who is not a lobbyist registered to lobby the official's state agency, where it is clear that the gift was made because of an existing personal or business relationship unrelated to the official's position and there is no evidence whatsoever at the time the gift is made to suggest the donor had a purpose to influence you.

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name _____

SCHEDULE E

Income – Gifts

Travel Payments, Advances, and Reimbursements

- **Mark either the gift or income box.**
- **Mark the “501(c)(3)” box for a travel payment received from a nonprofit 501(c)(3) organization or the “Speech” box if you made a speech or participated in a panel. Per Government Code Section 89506, these payments may not be subject to the gift limit. However, they may result in a disqualifying conflict of interest.**
- **For gifts of travel, provide the travel destination.**

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel _____

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel _____

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel _____

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel _____

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

Comments: _____

Instructions – Schedule E Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. (See the FPPC fact sheet entitled "Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans" to read about travel payments under section 89506(a).)

You are not required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received, such as reimbursement for travel on agency business from your government agency employer.
- A payment for travel from another local, state, or federal government agency and related per diem expenses when the travel is for education, training or other inter-agency programs or purposes.
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C.
- A travel payment that was received from a nonprofit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration, such as reimbursement for travel on business for a 501(c)(3) organization for which you are a board member.

Note: Certain travel payments may not be reportable if reported via email on Form 801 by your agency.

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).
 - **Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling \$500 or more from a single source during the period covered by the statement.

When reporting travel payments that are gifts, you must provide a description of the gift, the **date(s)** received, and the **travel destination**.

- **Travel payments are income** if you provided services that were equal to or greater in value than the

payments received. You must disclose income totaling \$500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts. When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

Example:

City council member MaryClaire Chandler is the chair of a 501(c)(6) trade association, and the association pays for MaryClaire's travel to attend its meetings. Because MaryClaire is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for MaryClaire to attend other events for which they are not providing services are likely considered gifts.

<small>▶ NAME OF SOURCE (Not an Acronym)</small>	
Health Services Trade Association	
<small>ADDRESS (Business Address Acceptable)</small>	
1230 K Street, Suite 610	
<small>CITY AND STATE</small>	
Sacramento, CA	
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE	
Association of Healthcare Workers	
<small>DATE(S):</small> ____/____/____	<small>AMT: \$</small> 550.00
<small>(if gift)</small>	
<small>▶ MUST CHECK ONE:</small> <input type="checkbox"/> Gift <input checked="" type="checkbox"/> -or- <input checked="" type="checkbox"/> Income	
<input type="radio"/> Made a Speech/Participated in a Panel	
<input checked="" type="radio"/> Other - Provide Description <u>Travel reimbursement for board meeting.</u>	
<small>▶ If Gift, Provide Travel Destination</small> _____	

Note that the same payment from a 501(c)(3) would NOT be reportable.

Example:

Mayor Kim travels to China on a trip organized by China Silicon Valley Business Development, a California nonprofit, 501(c)(6) organization. The Chengdu Municipal People's Government pays for Mayor Kim's airfare and travel costs, as well as meals and lodging during the trip. The trip's agenda shows that the trip's purpose is to promote job creation and economic activity in China and in Silicon Valley, so the trip is reasonably related to a governmental purpose.

<small>▶ NAME OF SOURCE (Not an Acronym)</small>	
Chengdu Municipal People's Government	
<small>ADDRESS (Business Address Acceptable)</small>	
2 Caoshi St. CaoShiJie, Qingyang Qu, Chengdu Shi,	
<small>CITY AND STATE</small>	
Sichuan Sheng, China, 610000	
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE	
<small>DATE(S):</small> 09 / 04 / XX	09 / 08 / XX <small>AMT: \$</small> 3,874.38
<small>(if gift)</small>	
<small>▶ MUST CHECK ONE:</small> <input checked="" type="checkbox"/> Gift <input checked="" type="checkbox"/> -or- <input type="checkbox"/> Income	
<input type="radio"/> Made a Speech/Participated in a Panel	
<input checked="" type="radio"/> Other - Provide Description <u>Travel reimbursement for trip to China.</u>	
<small>▶ If Gift, Provide Travel Destination</small> <u>Sichuan Sheng, China</u>	

Thus, Mayor Kim must report the gift of travel, but the gift is exempt from the gift limit. In this case, the travel payments are not subject to the gift limit because the source is a foreign government and because the travel is reasonably related to a governmental purpose. (Section 89506(a)(2).) Note that Mayor Kim could be disqualified from participating in or making decisions about The Chengdu Municipal People's Government for 12 months. Also note that if China Silicon Valley Business Development (a 501(c)(6) organization) paid for the travel costs rather than the governmental organization, the payments would be subject to the gift limits. (See the FPPC fact sheet, Limitations and Restrictions on Gifts, Honoraria, Travel and Loans, at www.fppc.ca.gov.)

Restrictions and Prohibitions

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their economic interests including personal assets and income. The Act's conflict of interest provisions also disqualify a public official from taking part in a governmental decision if it is reasonably foreseeable that the decision will have a material financial effect on these economic interests as well as the official's personal finances and those of immediate family. (Gov. Code Sections 87100 and 87103.) The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the Act's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. In 2025-2026, the gift limit increased to \$630 from a single source during a calendar year. The gift limit in calendar year 2024 was \$590.

Additionally, state officials, state candidates, and certain state employees are subject to a \$10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 11.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose. For example, a personal residence is often not reportable, but may be grounds for disqualification. Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must publicly identify the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18707, and the Guide to Recognizing Conflicts of Interest page at www.fppc.ca.gov.

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. (See Reference Pamphlet, page 11.)

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. (See Reference Pamphlet, page 15.)

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed or electronically filed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is \$10 per day up to a maximum of \$100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to \$5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Email questions to advice@fppc.ca.gov.
- Call the FPPC toll-free at (866) 275-3772.

Form 700 is a Public Document Public Access Must Be Provided

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

Questions and Answers

General

- Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?
- A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.

On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.

- Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?
- A. Yes, three are required. However, you may instead complete an expanded statement listing the county and the two boards on the Cover Page or an attachment as the agencies for which you will be filing. Disclose all reportable economic interests in all three jurisdictions on the expanded statement. File the expanded statement for your primary position providing an original "wet" signature unless filed with a secure electronic signature. (See page 4 above.) File copies of the expanded statement with the other two agencies as required by Regulation 18723.1(c). Remember to complete separate statements for positions that you leave or assume during the year.

- Q. I am a department head who recently began acting as city manager. Should I file as the city manager?
- A. Yes. File an assuming office statement as city manager. Persons serving as "acting," "interim," or "alternate" must file as if they hold the position because they are or may be performing the duties of the position.

- Q. My spouse and I are currently separated and in the process of obtaining a divorce. Must I still report my spouse's income, investments, and interests in real property?
- A. Yes. A public official must continue to report a spouse's economic interests until such time as dissolution of marriage proceedings is final. However, if a separate property agreement has been reached prior to that time, your estranged spouse's income may not have to be reported. Contact the FPPC for more information.
- Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?
- A. Yes. You may also need to file an assuming office statement for the new agency.

Investment Disclosure

- Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?
- A. Probably. The definition of "doing business in the jurisdiction" is not limited to whether the business has an office or physical location in your jurisdiction. (See Reference Pamphlet, page 14.)
- Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?
- A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.
- Q. I am required to report all investments. I have an IRA that contains stocks through an account managed by a brokerage firm. Must I disclose these stocks even though they are held in an IRA and I did not decide which stocks to purchase?
- A. Yes. Disclose on Schedule A-1 or A-2 any stock worth \$2,000 or more in a business entity located in or doing business in your jurisdiction.

Questions and Answers Continued

- Q. The value of my stock changed during the reporting period. How do I report the value of the stock?
- A. You are required to report the highest value that the stock reached during the reporting period. You may use your monthly statements to determine the highest value. You may also use the entity's website to determine the highest value. You are encouraged to keep a record of where you found the reported value. Note that for an assuming office statement, you must report the value of the stock on the date you assumed office.
- Q. I am the sole owner of my business, an S-Corporation. I believe that the nature of the business is such that it cannot be said to have any "fair market value" because it has no assets. I operate the corporation under an agreement with a large insurance company. My contract does not have resale value because of its nature as a personal services contract. Must I report the fair market value for my business on Schedule A-2 of the Form 700?
- A. Yes. Even if there are no *tangible* assets, intangible assets, such as relationships with companies and clients are commonly sold to qualified professionals. The "fair market value" is often quantified for other purposes, such as marital dissolutions or estate planning. In addition, the IRS presumes that "personal services corporations" have a fair market value. A professional "book of business" and the associated goodwill that generates income are not without a determinable value. The Form 700 does not require a precise fair market value; it is only necessary to check a box indicating the broad range within which the value falls.
- Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?
- A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth \$2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.
- Q. On last year's filing I reported stock in Encoe valued at \$2,000 - \$10,000. Late last year the value of this stock fell below and remains at less than \$2,000. How should this be reported on this year's statement?
- A. You are not required to report an investment if the value was less than \$2,000 during the **entire** reporting period. However, because a disposed date is not required for stocks that fall below \$2,000, you may want to report the stock and note in the "comments" section that the value fell below \$2,000. This would be for informational purposes only; it is not a requirement.
- Q. We have a Section 529 account set up to save money for our son's college education. Is this reportable?
- A. If the Section 529 account contains reportable interests (e.g., common stock valued at \$2,000 or more), those interests are reportable (not the actual Section 529 account). If the account contains solely mutual funds, then nothing is reported.

Income Disclosure

- Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2, Part 3?
- A. No, only the clients located in or doing business on a regular basis in your jurisdiction must be disclosed.
- Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?
- A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California or Federal law. This regulation may be obtained from our website at www.fppc.ca.gov. (See Reference Pamphlet, page 15.)

Questions and Answers Continued

Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?

A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of \$10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the “comments” section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.

Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?

A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. (See Reference Pamphlet, page 9.)

Q. My spouse is a partner in a four-person firm where all of their business is based on their own billings and collections from various clients. How do I report my community property interest in this business and the income generated in this manner?

A. If your spouse's investment in the firm is 10% or greater, disclose 100% of your spouse's share of the business on Schedule A-2, Part 1 and 50% of your spouse's income on Schedule A-2, Parts 2 and 3. For example, a client of your spouse's must be a source of at least \$20,000 during the reporting period before the client's name is reported.

Q. How do I disclose my spouse's or registered domestic partner's salary?

A. Report the name of the employer as a source of income on Schedule C.

Q. I am a doctor. For purposes of reporting \$10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?

A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. (See Reference Pamphlet, page 15.)

Q. I received a loan from my grandfather to purchase my home. Is this loan reportable?

A. No. Loans received from family members are not reportable.

Q. Many years ago, I loaned my parents several thousand dollars, which they paid back this year. Do I need to report this loan repayment on my Form 700?

A. No. Payments received on a loan made to a family member are not reportable.

Real Property Disclosure

Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an “acquired” date?

A. No, you are not required to show an “acquired” date because you previously owned the property. However, you may want to note in the “comments” section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Q. I am a city manager, and I own a rental property located in an adjacent city, but one mile from the city limit. Do I need to report this property interest?

A. Yes. You are required to report this property because it is located within 2 miles of the boundaries of the city you manage.

Q. Must I report a home that I own as a personal residence for my daughter?

A. You are not required to disclose a home used as a personal residence for a family member unless you receive income from it, such as rental income.

Q. I am a co-signer on a loan for a rental property owned by a friend. Since I am listed on the deed of trust, do I need to report my friend's property as an interest in real property on my Form 700?

A. No. Simply being a co-signer on a loan for property does not create a reportable interest in that real property.

Questions and Answers Continued

Gift Disclosure

- Q. If I received a reportable gift of two tickets to a concert valued at \$100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?
- A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.
- Q. Julia and Jared Benson, a married couple, want to give a piece of artwork to a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?
- A. Yes, each spouse may make a gift valued at the gift limit during a calendar year. For example, during 2025 the gift limit was \$630, so the Bensons may have given the supervisor artwork valued at no more than \$1,260. The supervisor must identify Jared and Julia Benson as the sources of the gift.
- Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought \$10 worth of raffle tickets and won a gift basket valued at \$120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at \$70. The quilt was donated by a coworker. Are these reportable gifts?
- A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at \$110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.
- Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict of interest code and the applicant is a reportable source of income under the code.
- A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total \$50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.
- Q. I received free admission to an educational conference related to my official duties. Part of the conference fees included a round of golf. Is the value of the golf considered informational material?
- A. No. The value of personal benefits, such as golf, attendance at a concert, or sporting event, are gifts subject to reporting and limits.