

Literacy First Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Debbie Beyer, Executive Director

Principal, Literacy First Charter



About Our School

Literacy First Charter School is located in East San Diego County. The school is located in four separate locations, serving a diverse population of students K-12th grade. Additionally, LFCS includes Freedom Academy, an independent study program for students K-8. The Literacy First Charter Schools mission states that we exist to nurture the whole child from kindergarten through high school graduation by igniting a passion for comprehensive L I T E R A C Y and equipping them to wholeheartedly participate in their community.

OUR VISION

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

LFCS desires to shape

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.

Teachers Trained

Academic Accountability

Parent Connected

Students Protected

These are our LFCS K12 Goals:

GOAL # 1

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

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

GOAL #2

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

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

GOAL #3

Engage parents through education, communication, and collaboration to promote student academic success & engagement we recognize the relationship between parents connection and student achievement we believe that : Parents are valued as an integral part of the "team".

GOAL #4

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

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

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

LFCS is a place where because character counts, parents matter and teachers care...children thrive.

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Contact

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 799 East Washington Ave.
 El Cajon, CA 92020-5327*

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 E-mail: debbie.beyer@lfcinc.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	San Diego County Office of Education
Phone Number	(858) 292-3514
Superintendent	Edward Velasquez
E-mail Address	edward.velasquez@sdcoe.net
Web Site	www.sdcoe.net

School Contact Information (School Year 2016-17)	
School Name	Literacy First Charter
Street	799 East Washington Ave.
City, State, Zip	El Cajon, Ca, 92020-5327
Phone Number	619-579-7232
Principal	Debbie Beyer, Executive Director
E-mail Address	debbie.beyer@lfcinc.org
Web Site	http://www.lfcinc.org
County-District-School (CDS) Code	37103716119119

Last updated: 1/26/2017

School Description and Mission Statement (School Year 2016-17)

Literacy First Charter Schools exists to

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

OUR VISION

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

LFCS desires to shape

L Literate, life-long learners
I Independent thinkers
T Technologically literate citizens
E Enthusiastic and highly qualified teachers
R Reliable assessments that provide students a productive educational experience
A Aspiring leaders who positively impact their community
C Community that understands and supports the mission of LFCS
Y Yearly fiscal sound budget

OUR VALUES

NURTURE

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

IGNITE

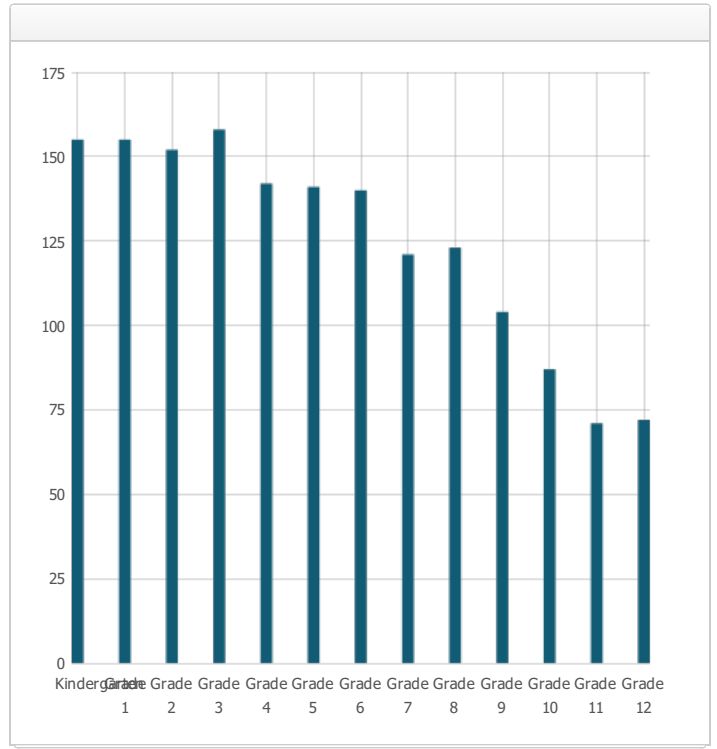
All children will be cultured, and literate in a wide-range of subjects
 All staff will have an enthusiasm for teaching using research proven methods where student success is expected
 All parents will be enthusiastically drawn into the school environment

EQUIP

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	155
Grade 1	155
Grade 2	152
Grade 3	158
Grade 4	142
Grade 5	141
Grade 6	140
Grade 7	121
Grade 8	123
Grade 9	104
Grade 10	87
Grade 11	71
Grade 12	72
Total Enrollment	1621



Last updated: 1/19/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.4 %
American Indian or Alaska Native	0.2 %
Asian	28.4 %
Filipino	0.0 %
Hispanic or Latino	22.1 %
Native Hawaiian or Pacific Islander	0.2 %
White	42.9 %
Two or More Races	3.8 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	47.7 %
English Learners	28.1 %
Students with Disabilities	6.0 %
Foster Youth	0.0 %

Last updated: 1/19/2017

A. Conditions of Learning

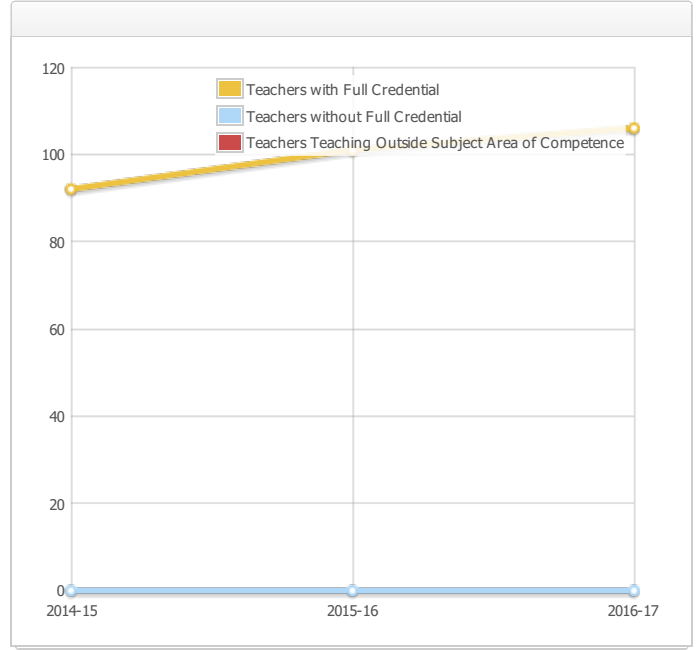
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	92	101	106	106
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/19/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/19/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language			0.0 %

Arts	<p>The language arts program at LFCS is driven by a broad understanding that without literacy success in general is doubtful. Curriculum researched and used at LFCS has proven to be successful for students K12, including EL and resource students. Materials used include McGraw-Hill, Amplify, Hampton Brown, teacher made materials, Big English, Language Central and a variety of ancillary materials used to support second language and struggling students. High school curriculum is diverse to meet the variety of levels of remedial and AP classes. Publishers include Bedford, Houghton Mifflin Harcourt, as well as Prentice Hall and. Instruction is delivered in whole groups, small groups and individually. A variety of online support programs are used as well including A-Z Reading, Accellus, Rosetta Stone, Read Naturally, and Raz Kids, . At the junior high and high school level a specific "bullpen/academy" within the school addresses the needs of underperforming EL and remedial students with specific instruction in reading comprehension, fluency and writing strategies. Materials for use in this program include SRA, Steck Vaughn, Road to Reading, and other ancillary resources. Because charters are not required to follow state adoptions timelines, materials have been updated and upgraded as necessary.</p>			
Mathematics	<p>LFCS student K8 do very well in mathematics. Our math program teaches math thinking, not rote math and Computation only. These programs include Every Day Mathematics and Connected Mathematics. Additionally Successmaker is used for independent programs, as well as AVENT A learning online classes for individual students requiring upper level math for the grade level. At the high school level a variety of math texts are used to meet the needs of advanced math students and lower math students. These include publisher Prentice Hall, Holt and Pearson, and Addison Wesley</p>			0.0 %
Science	<p>K5 Science at LFCS is a hands on dynamic program using FOSS science programs. 6-8 Uses a combination of Pearson Explorer series and an integrated science text. At the high school level a combination of Prentice Hall and Pearson texts are used as well as an online support program called Accellus.</p>			0.0 %
History-Social Science	<p>Social Science at the K8 level uses History Alive along with teacher made/supported materials that teach the state standards. Houghton Mifflin materials are used to supplement teacher lessons. The high school uses a variety of publishers to meet the need of a diverse set of classes which include History and Geography Alive. Additionally, Wadsworth, Prentice Hall/Pearson and Holt.</p>			0.0 %
Foreign Language	<p>Spanish is taught at the high school. This program uses McDougall- Littell materials as well as Holt Publisher for ancillary and support materials. These classes are a blend of academic, cultural and practical instructional practices that engage students in learning a foreign language</p>			0.0 %
Health	<p>Health is taught through use of teacher made materials, online resources and parts of the science materials. In the lower elementary grades, materials from the California Dairy Council are used. Generally this topic is part of our PE program and taught incidentally in biology.</p>			0.0 %
Visual and Performing Arts	<p>K-8 visual arts are taught using the Arts Attack and Davis Art, Art Everywhere programs. At the high school level, materials used for art instruction includes materials published by Davis Publishing. Teacher made materials are a vital component of this program.</p>			0.0 %
Science Lab Eqpmt (Grades 9-12)		N/A		N/A 0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/20/2017

School Facility Conditions and Planned Improvements

Literacy First operates its campuses in leased facilities that have been approved by the local city building and planning departments. LFCS ensures that students attend school in clean and safe facilities. The school's custodial and maintenance staff follows a comprehensive scheduled preventive maintenance program to offset costly repairs and minimize disruptions to the instructional program. A facilities observation and report system is in place to ensure that each campus is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are secure and well maintained. A custodial team maintains every campus throughout every school day. An after-school custodial crew cleans classrooms, restrooms and offices daily. LFCS has adopted cleaning standards for all schools along with appropriate training and oversight.

Last updated: 1/19/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC systems upgraded/ new as needed in maintenance period.
Interior: Interior Surfaces	Good	Maintained daily, with annual painting schedule.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Scheduled pest control with, as needed, service.
Electrical: Electrical	Good	Maintained and upgraded as needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Maintained daily with repair/ renovation as needed.
Safety: Fire Safety, Hazardous Materials	Good	Maintained daily with repair/ renovation as needed.
Structural: Structural Damage, Roofs	Good	Frequent inspections and maintenance as required.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	playground and playground surfaces maintained daily and refreshed annually.

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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Last updated: 1/19/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	74.0%	68.0%	74.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	66.0%	69.0%	66.0%	69.0%	34.0%	37.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	154	151	98.1%	76.8%
Male	53	52	98.1%	71.2%
Female	101	99	98.0%	79.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	32	97.0%	53.1%
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.0%	74.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	70	98.6%	91.4%
Two or More Races	11	11	100.0%	72.7%
Socioeconomically Disadvantaged	54	53	98.2%	64.2%
English Learners	55	54	98.2%	59.3%
Students with Disabilities	11	11	100.0%	45.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	138	97.9%	70.3%
Male	68	66	97.1%	65.2%
Female	73	72	98.6%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100.0%	60.8%
Filipino	--	--	--	--
Hispanic or Latino	23	21	91.3%	76.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	57	98.3%	75.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	68	98.6%	57.4%
English Learners	57	55	96.5%	60.0%
Students with Disabilities	18	16	88.9%	43.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	136	95.8%	80.2%
Male	59	56	94.9%	75.0%
Female	83	80	96.4%	83.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	47	94.0%	70.2%
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	78.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	67	95.7%	86.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	57	95.0%	66.7%
English Learners	38	35	92.1%	54.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	139	134	96.4%	63.4%
Male	61	59	96.7%	61.0%
Female	78	75	96.2%	65.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	40	97.6%	50.0%
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.6%	46.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	59	95.2%	84.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	57	95.0%	50.9%
English Learners	32	31	96.9%	32.3%
Students with Disabilities	12	11	91.7%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	121	114	94.2%	72.8%
Male	55	55	100.0%	69.1%
Female	66	59	89.4%	76.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	41	100.0%	56.1%
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	73.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	49	87.5%	85.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	48	96.0%	60.4%
English Learners	24	23	95.8%	34.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/12/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	117	95.1%	76.9%
Male	56	55	98.2%	69.1%
Female	67	62	92.5%	83.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	32	100.0%	68.8%
Filipino	--	--	--	--
Hispanic or Latino	19	16	84.2%	68.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	61	95.3%	82.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.9%	67.4%
English Learners	18	18	100.0%	50.0%
Students with Disabilities	11	11	100.0%	36.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/12/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	63	95.5%	74.6%
Male	34	33	97.1%	72.7%
Female	32	30	93.8%	76.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	15	93.8%	73.3%
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.0%	68.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	77.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	33	91.7%	69.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/12/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	154	151	98.1%	80.8%
Male	53	52	98.1%	78.9%
Female	101	99	98.0%	81.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	32	97.0%	68.8%
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.0%	80.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	70	98.6%	91.4%
Two or More Races	11	11	100.0%	72.7%
Socioeconomically Disadvantaged	54	53	98.2%	66.0%
English Learners	55	54	98.2%	70.4%
Students with Disabilities	11	11	100.0%	54.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	138	97.9%	68.8%
Male	68	66	97.1%	74.2%
Female	73	72	98.6%	63.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100.0%	74.5%
Filipino	--	--	--	--
Hispanic or Latino	23	21	91.3%	61.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	57	98.3%	70.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	68	98.6%	66.2%
English Learners	57	55	96.5%	67.3%
Students with Disabilities	18	16	88.9%	56.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	136	95.8%	76.5%
Male	59	56	94.9%	82.1%
Female	83	80	96.4%	72.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	47	94.0%	70.2%
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.0%	78.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	67	95.7%	80.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	57	95.0%	63.2%
English Learners	38	35	92.1%	60.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	139	134	96.4%	63.4%
Male	61	59	96.7%	64.4%
Female	78	75	96.2%	62.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	40	97.6%	62.5%
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.6%	35.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	59	95.2%	79.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	57	95.0%	50.9%
English Learners	32	31	96.9%	41.9%
Students with Disabilities	12	11	91.7%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	121	114	94.2%	71.9%
Male	55	55	100.0%	70.9%
Female	66	59	89.4%	72.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	41	100.0%	63.4%
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	66.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	49	87.5%	77.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	48	96.0%	64.6%
English Learners	24	23	95.8%	34.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	117	95.1%	65.8%
Male	56	55	98.2%	67.3%
Female	67	62	92.5%	64.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	32	100.0%	59.4%
Filipino	--	--	--	--
Hispanic or Latino	19	16	84.2%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	61	95.3%	70.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.9%	63.0%
English Learners	18	18	100.0%	38.9%
Students with Disabilities	11	11	100.0%	27.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	63	95.5%	33.3%
Male	34	33	97.1%	33.3%
Female	32	30	93.8%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	15	93.8%	40.0%
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.0%	21.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	27.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	33	91.7%	36.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83.0%	76.0%	84.0%	83.0%	76.0%	84.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	355	339	95.5%	85.8%
Male	156	151	96.8%	86.8%
Female	199	188	94.5%	85.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	95	91	95.8%	74.7%
Filipino	--	--	--	--
Hispanic or Latino	72	67	93.1%	79.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	164	157	95.7%	94.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	150	143	95.3%	75.5%
English Learners	69	66	95.7%	65.2%
Students with Disabilities	29	29	100.0%	58.6%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2017

Career Technical Education Programs (School Year 2015-16)

While we have not designed any of our classes as CTE, we do offer classes that provide specific career preparatory skills in the industry sectors of agriculture, building and construction, and information and communication technologies, such as life skills, gardening and technology. We have integrated the 11 CTE Anchor standards and the 12 CTE Standards for Career Ready Practice into not only these industry aligned courses but also into our general education courses, our WASC Expected Student Learning Results, and our Leadership program.

- Programs and classes offered that are specifically focused on career preparation and/or preparation for work
 - Agriculture and industrial arts
 - Life Skills and home economics
 - Information and Communication Technologies Sector, Technology 2,
 - Edynamic.com courses (UCG approved)- (journalism, theater, forensics, photography, medical)
 - Anchor standard 3; During the students 10th grade year, they complete digital interest and personality profiles that produce reports containing possible career matches and the education required for those careers.
 - Career Ready Practice Standard 6: As part of our internship program, students complete the EverFi financial literacy online course.

- How these programs and classes are integrated with academic courses and how they support academic achievement
 - Our technology 1 class is a prerequisite for the technology 2 class.
 - The internship class requires students to use internet resources and GoogleDocs to create a resume, practice communication skills necessary to participate in a successful job interview, and effectively communicate their internship experience using multi-media and internet based applications such as Facebook.
 - Agriculture and industrial arts and life Skills and home economics courses support academic achievement by requiring students to read technical texts for understanding, effectively communicate in written form, and apply mathematics to real life situations.

- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
 - All 10th graders take the online interest and personality profiles. They all receive the resulting reports and are provided direct teacher led guidance as they analyze the content of the reports and make decisions concerning pursuit of careers (i.e. adjust high school course plans to meet the education requirements for a career of interest, securing internships). Differentiated help is provided to individual students based on their English proficiency.
 - Our gardening course is structured to help build the vocabulary of our EL students.
 - Our Life Skills course is designed to help meet the Post-Secondary goals of our Special Education students.
 - Our WASC Expected Schoolwide Learning Results align with the CTE Anchor Standards and Career Ready Practice Standards
 - Effective Communicator
 - Responsible Community Leader
 - Self-Directed Learner
 - Values Conscious Thinker
 - Literate Citizen

- The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes.

- 100% passing rates in Gardening, Life Skills, and Electronics
- 80% Internship placement rate of all who enrolled in the course
- 96% Internship completion rate of those placed in an internship
- Percentage of students passing MS certifications in the Technology 2 class: 0
- Number of students enrolled in Gardening, Life Skills, Electronics, Technology 2, Internship
 - Gardening: 9
 - Life Skills: 13
 - Internship: 20
 - EDynamics: 12

Last updated: 1/19/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	94
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	60.0%

Last updated: 1/19/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	26.7%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.3%	44.1%	16.2%
7	20.7%	26.4%	39.7%
9	13.9%	40.6%	28.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/19/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

As a school of choice parental involvement is paramount at LFCS. A variety of opportunities are offered and available to parents that allow for a lot or a little involvement. All parents are asked, as written in our charter, to participate/volunteer at least 40 hours/yearly to provide support to our school programs. This comes by working in a classroom as support, field trip chaperone, special events and activities, fundraising, sports events and general school event support. At the K8 level the Parent Team Leadership Council provides leadership in an abundant number of special events and fundraisers as well as programs that support the overall program of Literacy First. The support of the PTLC and their input into school climate is indicative of the positive attitude of parents at a school of choice. The DELAC team, which is comprised of parents of second language students meets regularly to discuss better and more effective ways to support both students and families of culturally diverse and language different student populations. Bridging this gap is important our students' academic success. At the high school level the Booster Club provides support for arts and athletic programs. Quarterly opportunities to meet at "parent connection" events provides time for school administration to discuss with parents "hot topics" that are relevant to LFCS. Back to School Night, Open Houses, Shadow Days, the College Fair and school fine arts programs provide multiple ways in which parents can see snap shots of the LFCS educational and overall program. School wide social media campaigns allow information to flow freely as do individual teacher websites and the LFCS school website. Parents are important players at LFCS.

State Priority: Pupil Engagement

Last updated: 1/19/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	40	40	85
Black or African American	2	2	77
American Indian or Alaska Native	0	0	75
Asian	3	3	99
Filipino	0	0	97
Hispanic or Latino	10	10	84
Native Hawaiian or Pacific Islander	1	1	85
White	23	23	87
Two or More Races	1	1	91
Socioeconomically Disadvantaged	--	--	77
English Learners	--	--	51
Students with Disabilities	--	--	68
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

School Safety Plan (School Year 2016-17)

Our school's Comprehensive School Safety Plan was approved and adopted by the SchoolBoard in November of 2016. Teachers are given an Emergency Procedures binder at the beginning of each year along with individual sheet emergency procedure checklists that are posted by the door to each classroom. Binders include emergency phone numbers, staff phone numbers, staff phone extensions, first aid protocols, and procedures to follow in the case of fire, earthquake, chemical spill, and lock downs. Routine safety drills are conducted regularly to ensure readiness should the need ever arise. Emergency food and water are in place as well should there be a time when students are on campus for more than a school day. A copy of the individual campus' Comprehensive School Safety Plan is located at each school office and a public view version is available at our Primary Academy Location.

Last updated: 1/19/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	7	0	22.0	0	7	0	22.0	0	7	0
1	22.0	0	7	0	22.0	0	7	0	22.0	0	7	0
2	22.0	0	7	0	22.0	0	7	0	22.0	0	7	0
3	22.0	0	7	0	22.0	0	7	0	22.0	0	7	0
4	28.0	0	5	0	28.0	0	5	0	28.0	0	5	0
5	28.0	0	5	0	28.0	0	5	0	28.0	0	5	0
6	28.0	0	5	0	28.0	0	5	0	28.0	0	5	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/19/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	19	6	0	16.0	23	5	0				
Mathematics	17.0	17	3	0	16.0	17	4	0				
Science	16.0	9	2	0	18.0	9	1	0				
Social Science	14.0	20	0	0	18.0	14	5	0				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/19/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	350.0
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (librarian)	2.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.5	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	8.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/19/2017

Types of Services Funded (Fiscal Year 2015-16)

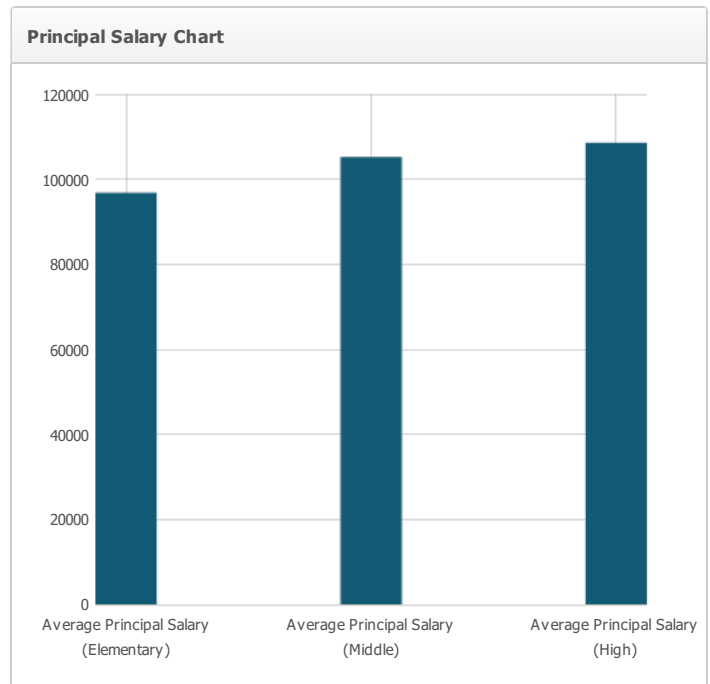
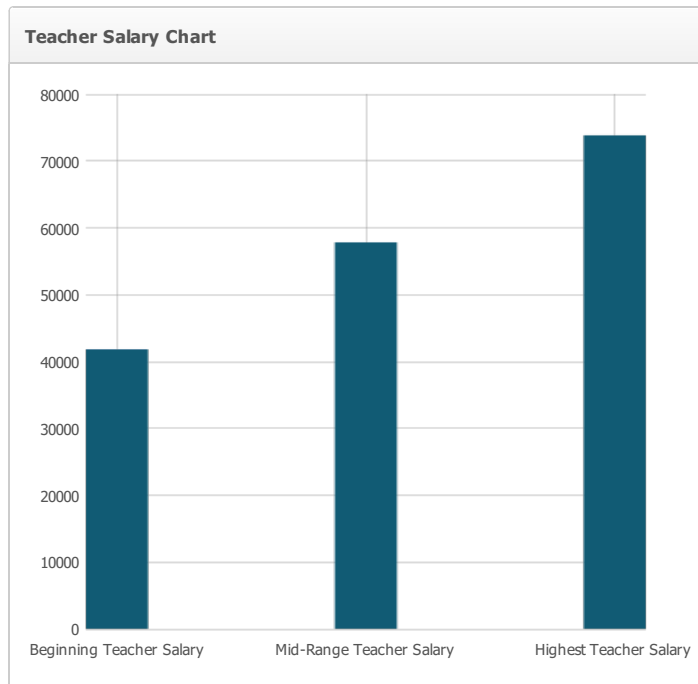
A variety of supplemental services are provided at Literacy First Charter. While some funding comes from categorical programs, general fund revenue is required to provide the extra support services needed for the student success. Services include intervention activities, small group tutoring and other classroom assistance.

Last updated: 1/19/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,832	\$
Mid-Range Teacher Salary	\$57,834	\$
Highest Teacher Salary	\$73,837	\$
Average Principal Salary (Elementary)	\$96,800	\$
Average Principal Salary (Middle)	\$105,187	\$
Average Principal Salary (High)	\$108,555	\$
Superintendent Salary	\$134,860	\$
Percent of Budget for Teacher Salaries	50.2%	0.0%
Percent of Budget for Administrative Salaries	7.6%	0.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/26/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	4	N/A
All Courses	13	35.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/26/2017

Professional Development

Data drives instruction at LFCS. Knowing where students are is vital to developing a rigorous, relevant and accurate academic program. At the beginning of the school year current student data, including student performance, writing samples and school history are considered as grade level teams develop a comprehensive program to meet individual student needs as well as the group as a whole. Meeting the needs of all student is expected. K6 teachers meet in grade level teams, while 7-12 meet in content areas to develop goals to determine student success.

Professional developed is critical to school culture and professional success. Prior to school starting a week of training is hosted which reiterates the mission and vision for LFCS as a community. During this time a variety of training sessions occur from technology to reading strategies and specific site procedures. During the school year regular monthly all staff training occurs as well as grade level and content groups. Quarterly content areas meet to ensure matriculation from 6-12 as we develop our students. Additionally, specialty teams which include PE, resource, EL and art teachers meet to strategically plan lessons that are providing equity and continuity across the grade levels. A mentor program is established for new teachers and teachers that have changed grade level or require additional coaching support.

Regular site staff meetings occur to discuss specific site procedures and student matters, including the site educational program and instructional implementation. The admin too, as well, meets routinely to discuss future and current needs as well as best practices for student success. An open door policy exists between teachers, admin and parents, as well as students at LFCS K12.

Last updated: 1/19/2017