

Literacy First Charter School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/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 at <https://dq.cde.ca.gov/dataquest/> 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Literacy First Charter School
Street	799 East Washington Ave.
City, State, Zip	El Cajon, CA, 92020
Phone Number	619-579-7232
Principal	Debbie Beyer
Email Address	debbie.beyer@lfcsinc.org
Website	http://www.lfcsinc.org
County-District-School (CDS) Code	37103716119119

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	San Diego County Office of Education
Phone Number	(858) 292-3500
Superintendent	Paul Gothold
Email Address	paul.gothold@sdcoe.net
Website	www.sdcoe.net

School Description and Mission Statement (School Year 2020-2021)

Literacy First Charter Schools 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 TK-8.

The Literacy First Charter Schools' mission states: We exist 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.

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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	173
Grade 1	171
Grade 2	172
Grade 3	175
Grade 4	167
Grade 5	169
Grade 6	141
Grade 7	136
Grade 8	124
Grade 9	116
Grade 10	101
Grade 11	78
Grade 12	60
Total Enrollment	1,783

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.1
Asian	34.7
Filipino	1.1
Hispanic or Latino	24.5
Native Hawaiian or Pacific Islander	0.1
White	33
Two or More Races	4.1
Socioeconomically Disadvantaged	55.2
English Learners	31.6
Students with Disabilities	10.7
Foster Youth	0.3
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	120	128	128	128
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2016

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<p>Reading/Language Arts</p>	<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 Wonders Study Sync, Collections, Illuminate, Amplify, and teacher made materials. Big English and a variety of ancillary materials are 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, McDougall Littell, as well as Holt McDougall. Instruction is delivered in whole groups, small groups and individually. A variety of online support programs are used as well including A-Z Reading, Rosetta Stone, and Raz Kids. In grades 7-12 a specific 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 Achieve 3000, and other ancillary resources. Because charters are not required to follow state adoptions timelines, materials have been updated and upgraded as necessary</p>	<p>Yes</p>	<p>0.0%</p>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	LFCS student K8 do very well in mathematics. Our math program teaches math thinking, not rote math and Computation only. These programs include Everyday Mathematics and Connected Mathematics. Additionally Math Excel is used for independent programs, as well as a variety of online support programs. 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 Pearson, and McDougall Littell. The high school is using the integrated math approach and has a host of online resources including Foundational Math, advanced math, including AP courses available for students who require or want upper level or support programs.	Yes	0.0%
Science	K5 Science at LFCS is a hands on dynamic program using Mystery Science as well as teacher created resources. 6-8 Uses a combination of Pearson Explorer series and an integrated science text and STEM Scopes programs. At the high school level a combination of Pearson/Prentice Hall and Houghton Mifflin texts are used. Many teachers have also created resources to align their teaching to the NGSS Standards as LFCS is currently transitioning to an all school adoption of curriculum. The high school has a host of online resources available for students who require or want upper level or support programs. Science labs are a part of our general science program in biology, chemistry and physics.	No	0.0%
History-Social Science	Social Science at the K8 level uses teacher sourced curriculum, and at the 3-5 level, 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, such as Bedford, TCI, Wadsworth, Pearson and Holt, to meet the needs of a diverse set of classes which include History and Geography Alive.	No	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Spanish is taught at the high school. This program uses Holt McDougall materials as well as Wayside and Pearson 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	No	0.0%
Health	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.	No	0.0%
Visual and Performing Arts	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 as well as College Board resources. Teacher made materials are a vital component of this program.	No	0.0%

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

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 follow 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. In response to COVID-19, air purification systems were installed in each classroom, office and necessary areas on all campuses. Plexiglass dividers were installed in classrooms as well as each campus office. Necessary cleaning supplies were purchased to ensure that all campuses- inside and out- are disinfected appropriately throughout the day. General maintenance is taken care of at the time it is needed. All 4 campuses are safe, secure and up to date.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	COVID cleaning supplies were purchased in order to meet the standards set forth to open our school.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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. Our students also take courses such as journalism, film and theater production, marketing and sales, forensics, game design, manufacturing, and other career prep courses through eDynamic Learning's online platform.

Beginning in the 2019-20 school year, we established a partnership with Grossmont / Cuyamaca Colleges where our students can take CTE courses, tuition free. These colleges offer 12 CTE Pathways. Our students have access to all of these pathways.

The following is a list of program sequences offered by the school district.

Agriculture and industrial arts

Life Skills and Career Connections

Information and Communication Technologies Sector: Technology, AP computer science principles, AP computer science A.

Edynamic.com courses (UC g approved)- (journalism, theater, forensics, photography, medical, game design, marketing, manufacturing)

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.

Concurrent enrollment in Grossmont / Cuyamaca Colleges' CTE programs which cover 12 CTE Pathways

Our high school Expected School wide 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 school partners with Grossmont/Cuyamaca Community College who provides CTE courses and course sequences to all of our interested students. Due to this partnership, the school does not have its own CTE advisory committee. Daniel Sanchez is the liaison between the school and Grossmont/Cuyamaca Community College’s CTE program and their advisory committee.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	49
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	78

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

As a school of choice parental involvement is paramount at LFCS, even in a pandemic world. Although our parents are not permitted inside our campus or classrooms this year, there are still many opportunities that allow for a lot or a little involvement. Our parents are highly engaged in the volunteer process at school. Because of Covid-19, this year our parents are doing more volunteering from home. Parents are helping remotely by prepping class projects and organizing parties and events for the class, among other things. At the K8 level the Parent Team Leadership Council (PTLC) is continuing to provide leadership by arranging fundraisers at local restaurants for take-out, planning activities for teachers and students and supporting school events remotely. 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 composed of parents of second language students, meets regularly, via ZOOM, 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 to our students’ academic success.

Normally, high school parents are mainly involved by providing support in our arts and athletic programs as well as our robotics programs. We have found that high school parents are eager to participate in special school day events during homecoming week and special holiday events. This is proving to be more difficult this year due to the hybrid model we are using for our high school students, as well as the inability to have parents on campus at this time. Our Patriot Legacy Education Foundation (PLEF) organizes school-wide dress up days, and other fundraisers utilizing parent help to run these events. Fortunately, all of these can be done remotely, so this organization hasn't been as impacted by the new protocol. While we can not maintain the "normal activities" that we generally do such as:

Parent Connections - quarterly opportunities to meet at "parent connection" events provides time for school administration to discuss with parents "hot topics" that are relevant to LFCS K12. Back to School Night, Open Houses, Shadow Days, the science fair, art auction, Innovention night, 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.

We are maintaining connections with our parents through regular online communication via email, social media and video. We publish a biweekly newsletter that students take home as well. We did our regular Parent/teacher student-led conferences for the first trimester in a very Covid friendly way, which allowed for personal interaction in a safe manner. Pick up at the end of the day also allows for a friendly face and a few words as we seek to connect with our parents. Teachers all maintain their websites and class newsletters. There is ample communication going back and forth between home and school. Covid or not, parents are important players at LFCS and considered a significant part of their student's success.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.6	4.2	0	57.8	50.7	41.7	9.1	9.6	9
Graduation Rate	95.2	96	99	23.1	26.1	35.8	82.7	83	84.5

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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.2	7.7	3.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.2	3.7	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Our school's Comprehensive School Safety Plan was approved and adopted by the School Board in February 2016, and an update will be presented to the board in February of this year, 2021. 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 down. 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.

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	2017-18 Average Class Size	2017-18			2018-19			2019-20				
		# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	
K	24	0	7	0	24	0	7	0	24	0	7	0
1	24	0	7	0	24	0	7	0	24	0	7	0
2	24	0	7	0	24	0	7	0	24	0	7	0
3	24	0	7	0	24	0	7	0	24	0	7	0
4	28	0	5	0	28	0	5	0	27	0	5	0
5	28	0	5	0	28	0	5	0	27	0	5	0
6	28	0	5	0	28	0	5	0	28	0	5	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	27	12	2	0	27	12	2	0	27	12	2	0
Mathematics	27	13	2	0	27	13	2	0	27	13	2	0
Science	27	6	2	0	27	6	2	0	27	6	2	0
Social Science	27	9	2	0	27	9	2	0	27	9	2	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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	891

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	3
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Nurse	2
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	8
Other	0

*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.

Advanced Placement (AP) Courses (School Year 2019-2020)

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
All courses	15	32.2

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	16	20	20

The primary areas of focus for staff development include, student health and safety, social and emotional well being, Quantum Learning, Visible Learning, and/or the latest concerns regarding current educational trends. These were selected as courses of study because they are important to our staff, students and our overall vision for Literacy First Charter Schools.

Training is held in person, socially distanced with COVID protocols in place or virtually, via Zoom. Our staff operates as teams, and departments and routinely collaborate and function as a PLC, therefore needing to meet in person to collaborate and share ideas. The safety of our staff is imperative, therefore, all protocols for safety are in place and followed by all staff members.

Teachers are supported in a variety of ways as they perfect their craft. Coaching, observing and collaboration are important to improving any professional career. Teachers work closely with administration, their team, as well as our professional coaches. Supporting and assisting our teachers is at the forefront of what we do here at LFCS. From the training we offer, to the year-long focus of skills, we strive to improve all areas of our school and our students' education.