

Literacy First Charter

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://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 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).

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

Principal, Literacy First Charter

About Our School

Located in the heart of El Cajon, Literacy First Charter Schools began as a K-3 program on one campus in 2001. The school was founded on a philosophy that education works best when there is a close partnership between staff and families, and that a student's character is just as important as his or her test scores.

As with most new charter schools, a small but dedicated team made magic out of old desks, portable walls, used textbooks, and big ideas. Through the years, with a commitment to hiring staff who are passionate about teaching and by incorporating research-proven techniques, Literacy First became known for high test scores, satisfied parents, and students who graduate as leaders.

Today, Literacy First has four campuses for students K-12, and an independent study program for TK-8 students from diverse backgrounds. We are proud to be a place where character counts, parents matter, and teachers care. All this leads to students thriving.

At Literacy First, we look forward to serving more families as we grow and continue to provide a unique, highly valued choice for education.

Principal's Comment

Debbie Beyer, Principal, Literacy First Charter School

Contact

Literacy First Charter
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El Cajon, CA 92020-5327

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E-mail: debbie.beyer@lfcinc.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Diego County Office of Education
Phone Number	(858) 292-3500
Superintendent	Paul Gothold
E-mail Address	paul.gothold@sdcoe.net
Web Site	www.sdcoe.net

School Contact Information (School Year 2018—19)	
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/Principal
E-mail Address	debbie.beyer@lfcinc.org
Web Site	http://www.lfcinc.org
County-District-School (CDS) Code	37103716119119

Last updated: 1/28/2019

School Description and Mission Statement (School Year 2018—19)

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 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 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

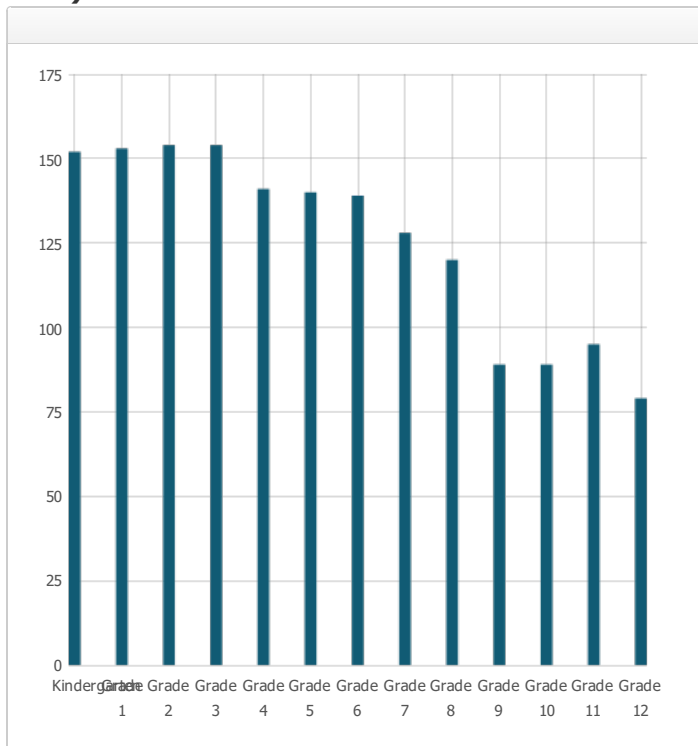
participants in the democratic process.

Please note, in the Engagement section, under Dropout and Graduation rates, our comparason data is the San Diego County Office of Education, which includes special programs such as mental health and court schools. This will be particularly important to note when looking at the dropout and graduations rates district data.

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	152
Grade 1	153
Grade 2	154
Grade 3	154
Grade 4	141
Grade 5	140
Grade 6	139
Grade 7	128
Grade 8	120
Grade 9	89
Grade 10	89
Grade 11	95
Grade 12	79
Total Enrollment	1633



Last updated: 1/10/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.4 %
American Indian or Alaska Native	0.1 %
Asian	32.0 %
Filipino	0.0 %
Hispanic or Latino	25.0 %
Native Hawaiian or Pacific Islander	0.1 %
White	36.0 %
Two or More Races	3.8 %
Other	0.6 %
Student Group (Other)	
Socioeconomically Disadvantaged	48.0 %
English Learners	32.7 %
Students with Disabilities	7.7 %
Foster Youth	0.1 %

A. Conditions of Learning

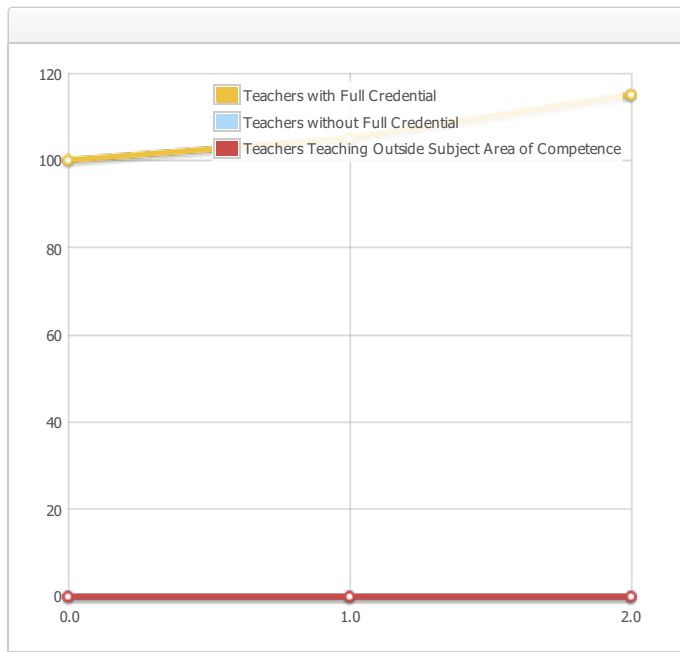
State Priority: Basic

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

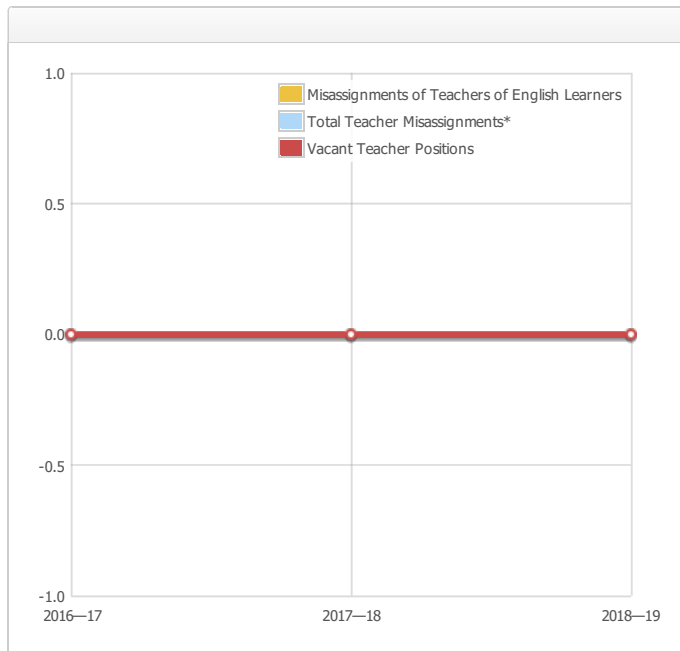
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	100	105	115	115
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/11/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/10/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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, Scantron, Amplify, 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, Houghton Mifflin Harcourt, as well as Prentice Hall. 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. At the junior high and high school level 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 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	No	0.0 %
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 publisher Prentice Hall, Holt and Pearson, and Addison Wesley. The high school is using the integrated math approach. The high school has a host of online resources available for students who require or want upper level or support programs.	No	0.0 %
Science	K5 Science at LFCS is a hands on dynamic program using the Foss science system along with Mystery 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. LFCS is transitioning to the NGSS Standards currently. 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 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.	No	0.0 %
Foreign Language	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	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. Teacher made materials are a vital component of this program.	No	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: 1/28/2019

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. Lighting upgrades have been made in all classrooms, changing out traditional fluorescent lighting and installing LED fixtures in their place. HVAC units have been upgraded to more efficient systems with higher SEER ratings on each campus. General maintenance is taken care of at the time it is needed. All 4 campuses are safe, secure and up to date.

Last updated: 1/11/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Seasonal Roof Maintenance
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Exemplary
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Last updated: 1/10/2019

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	75.0%	79.0%	51.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	69.0%	72.0%	44.0%	44.0%	37.0%	38.0%

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	940	912	97.02%	79.17%
Male	443	435	98.19%	76.09%
Female	497	477	95.98%	81.97%
Black or African American	21	19	90.48%	68.42%
American Indian or Alaska Native				
Asian	289	288	99.65%	75.35%
Filipino	--	--	--	
Hispanic or Latino	201	193	96.02%	73.58%
Native Hawaiian or Pacific Islander	--	--	--	
White	385	371	96.36%	85.18%
Two or More Races	34	33	97.06%	78.79%
Socioeconomically Disadvantaged	464	455	98.06%	74.29%
English Learners	363	359	98.90%	72.70%
Students with Disabilities	82	76	92.68%	39.47%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/24/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	940	913	97.13%	71.52%
Male	443	435	98.19%	72.41%
Female	497	478	96.18%	70.71%
Black or African American	21	19	90.48%	42.11%
American Indian or Alaska Native				
Asian	289	288	99.65%	73.61%
Filipino	--	--	--	
Hispanic or Latino	201	194	96.52%	58.25%
Native Hawaiian or Pacific Islander	--	--	--	
White	385	371	96.36%	79.51%
Two or More Races	34	33	97.06%	60.61%
Socioeconomically Disadvantaged	464	455	98.06%	66.15%
English Learners	363	359	98.90%	66.30%
Students with Disabilities	82	76	92.68%	34.21%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/24/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/24/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

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.

We have been researching CTE programs for about two years. With so many pathways, we have not found a school or program that offers students all the pathways. We are currently working with Cuyamaca Community College on a partnership that will allow our students to take their CTE classes. Our goal is to have this program in place for the 2019-2020 school year.

- 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, AP computer science principles, AP computer science A.
- Edynamic.com courses (UCG 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.

- How these programs and classes are integrated with academic courses and how they support academic achievement

- Our basic technology class is a graduation requirement and the skills taught are utilized in other academic classes such as online research, coding, Word, Excel, PPT, email, Google Classroom, Google Docs, movie making, animation.
- The internship class requires students to use internet resources and Google Docs 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.
- The eDynamic courses are taken online during the school day under a teacher's supervision. They require reading comprehension and digital literacy as well as self directed learning.

• 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 the 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 ELL students.
- Our Life Skills course is designed to help meet the Post-Secondary goals of our Special Education students.
- Our WASC 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

- Our internship and eDynamic classes allow students access to specific career experiences and knowledge to help inform students as they make long term career and educational choices.

• 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 eDynamic classes
- 80% Internship placement rate of all who enrolled in the course
- 96% Internship completion rate of those placed in an internship. All students must complete an internship to earn a diploma.

Number of students enrolled in Gardening, Life Skills, eDynamic classes and Internship

- Gardening: 20
- Life Skills: 15
- Internship: 38
- EDynamics: 8

Last updated: 1/28/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/14/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	99.0%

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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.1%	27.7%	43.1%
7	4.7%	30.5%	58.6%
9	9.7%	24.7%	44.1%

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: 1/25/2019

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 2018—19)

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 requested, as suggested 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 to our students' academic success. At the high school level the B Team (booster -type 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 K12. Back to School Night, Open Houses, Shadow Days, the science fair, art auction, Innovation 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. 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 and considered a significant part of their student's success.

State Priority: Pupil Engagement

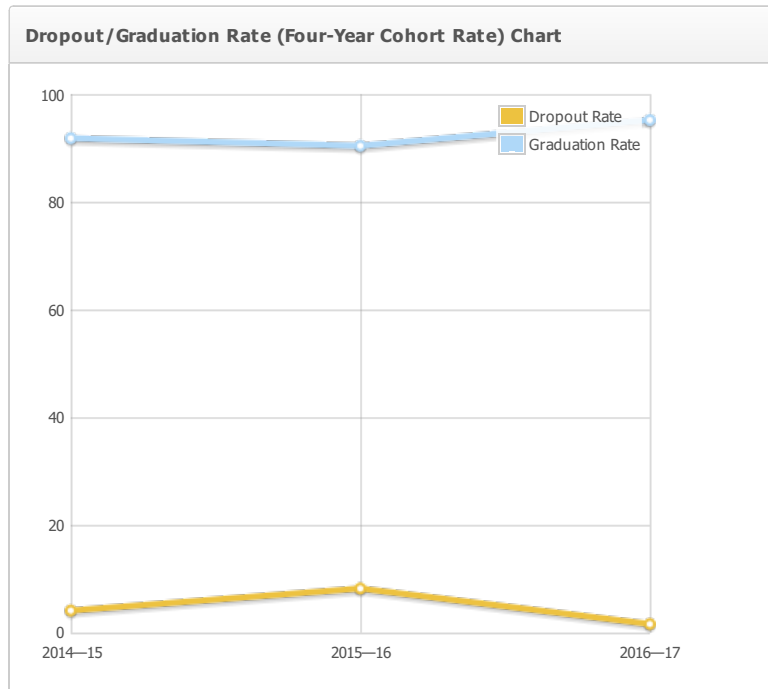
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	4.1%	8.2%	60.4%	58.8%	10.7%	9.7%
Graduation Rate	91.8%	90.4%	12.0%	20.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.6%	57.8%	9.1%
Graduation Rate	95.2%	23.1%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/14/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	95.2%	53.2%	88.7%
Black or African American	100.0%	56.3%	82.2%
American Indian or Alaska Native	100.0%	33.3%	82.8%
Asian	100.0%	83.3%	94.9%
Filipino	100.0%	85.7%	93.5%
Hispanic or Latino	90.5%	46.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	95.0%	70.4%	92.1%
Two or More Races	100.0%	71.4%	91.2%
Socioeconomically Disadvantaged	100.0%	52.3%	88.6%
English Learners	100.0%	46.5%	56.7%
Students with Disabilities	100.0%	50.0%	67.1%
Foster Youth	0.0%	70.2%	74.1%

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 2018—19)

Our school's Comprehensive School Safety Plan was approved and adopted by the School Board in February 2016, and will go before our board again in February of this year, 2019.. 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.

Last updated: 1/11/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
		1-20	21-32	33+
K	22.0	0	7	0
1	22.0	0	7	0
2	22.0	0	7	0
3	22.0	0	7	0
4	28.0	0	5	0
5	28.0	0	5	0
6	28.0	0	5	0
Other**		0	0	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 (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
		1-20	21-32	33+
K	22.0	0	7	0
1	22.0	0	7	0
2	22.0	0	7	0
3	22.0	0	7	0
4	28.0	0	5	0
5	23.0	0	5	0
6	24.0	0	5	0
Other**				

* 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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
		1-20	21-32	33+
K	22.0	0	7	0
1	22.0	0	7	0
2	22.0	0	7	0
3	22.0	0	7	0
4	28.0	0	5	0
5	28.0	0	5	0
6	28.0	0	5	0
Other**				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.

Last updated: 1/11/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	17.0	23	5	
Mathematics	13.0	19	6	
Science	16.0	9	3	
Social Science	19.0	12	6	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	13.0	28	2	1
Mathematics	11.0	8	1	
Science	17.0	9	3	
Social Science	17.0	15	6	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	19	6	
Mathematics	10.0	31	2	
Science	20.0	8	2	1
Social Science	18.0	16	5	

* 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: 1/14/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	166.0
Counselor (Social/Behavioral or Career Development)	3.0	N/A
Library Media Teacher (Librarian)	3.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	2.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	7.0	N/A
Other		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: 1/14/2019

Types of Services Funded (Fiscal Year 2017—18)

A variety of supplemental services are provided at Literacy First Charter School. 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. LCAP monies have provided additional funds for our targeted goals and specific student population that require additional support in order to ensure learning and equity.

Last updated: 1/14/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	4	N/A
All Courses	13	36.0%

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

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

Last updated: 1/15/2019

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 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 students is expected. K6 teachers meet in grade level teams, while 6 - 12 meet in content areas to develop goals to determine student success.

Professional development 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. Specific teacher "coaches" work solely on developing teacher strengths in student learning and coaching in best practices.

A mentor program is established for new teachers and teachers that have changed grade levels 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 team 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: 1/28/2019