

# Literacy First Charter School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Literacy First Charter School
<b>Street</b>	799 East Washington Ave.
<b>City, State, Zip</b>	El Cajon, CA, 92020
<b>Phone Number</b>	619-579-7232
<b>Principal</b>	Debbie Beyer
<b>Email Address</b>	debbie.beyer@lfcsinc.org
<b>School Website</b>	lfcsinc.org
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	37103716119119

### 2024-25 District Contact Information

<b>District Name</b>	Literacy First Charter Schools
<b>Phone Number</b>	(858) 292-3500
<b>Superintendent</b>	Paul Gothold
<b>Email Address</b>	paul.gothold@sdcoe.net
<b>District Website</b>	www.sdcoe.net

### 2024-25 School Description and Mission Statement

Literacy First Charter Schools is located in East San Diego County. The school is located in four separate locations, from El Cajon to Alpine, 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.

## 2024-25 School Description and Mission Statement

### 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.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	205
Grade 1	218
Grade 2	206
Grade 3	199
Grade 4	190
Grade 5	194
Grade 6	181
Grade 7	171
Grade 8	139
Grade 9	114
Grade 10	84
Grade 11	84
Grade 12	65
<b>Total Enrollment</b>	<b>2,050</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
Non-Binary	0
American Indian or Alaska Native	0.1
Asian	4.1
Black or African American	1.7
Filipino	1.1
Hispanic or Latino	20.1
Two or More Races	3.9
White	31.8
English Learners	26.5
Foster Youth	0.1
Socioeconomically Disadvantaged	55.2
Students with Disabilities	11.7

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	80.60	83.11	243.30	65.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	7.00	1.90	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	0.94	3.90	1.05	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.90	3.01	86.90	23.38	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	12.50	12.93	30.50	8.23	18854.30	6.86
<b>Total Teaching Positions</b>	96.90	100.00	371.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	78.70	86.02	250.20	62.37	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.09	11.30	2.82	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	2.19	11.70	2.92	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	0.36	91.90	22.91	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	9.40	10.33	36.00	8.98	15831.90	5.67
<b>Total Teaching Positions</b>	91.40	100.00	401.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	78.40	84.45	245.00	65.86	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	1.90	2.14	9.10	2.45	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	2.15	18.30	4.94	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.20	3.47	77.90	20.96	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	7.20	7.77	21.50	5.79	14303.80	5.15
<b>Total Teaching Positions</b>	92.80	100.00	372.00	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.90	2.00	2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.90	2.00	2

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.60	0.00	0
<b>Local Assignment Options</b>	1.20	0.30	3.2
<b>Total Out-of-Field Teachers</b>	2.90	0.30	3.2

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.50	0.5	1.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.10	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 ELD and resource students. Materials used include Open Court, Illuminate, and teacher made materials. The Open Court English Language program 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 to AP classes. Publishers include McDougall-Littell and McGraw Hill. 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	Yes	0.0%
<b>Mathematics</b>	Our math program teaches math thinking, not rote math and Computation only. These programs include Everyday Mathematics for K-5 and Illustrative Mathematics for grades 6-12 . 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 CPM and Kendall Hunt. The high school is using the integrated mathematics course progression and has a host of online resources including Foundational Math, AP Central, advanced math, including AP	Yes	0.0%



	courses available for students who require or want upper level or support programs.		
<b>Science</b>	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 to teach physical science, biology, life science, earth science, chemistry, and AP physics. At the high school level, instruction is guided by the NGSS Standards. 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 physical science, life science, biology, earth science, chemistry and AP physics.	No	0.0%
<b>History-Social Science</b>	Social Science at the K8 level uses McGraw Hill, Second grade uses Studies Weekly curriculum, 6-8 uses Teachers Curriculum institute (TCI), and at the 3-5 level, History Alive, along with teacher sourced curriculum that teaches the state standards. Houghton Mifflin materials are used to supplement teacher lessons. The high school uses a variety of publishers, such as TCI, Perfection Learning and New Visions for Public Schools, and online open source textbooks/ curriculum, to meet the needs of a diverse set of classes which include world geography, AP human geography, world history, AP world history, US history, AP US history, government, AP government, and economics.	No	0.0%
<b>Foreign Language</b>	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%
<b>Health</b>	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%
<b>Visual and Performing Arts</b>	K-8 visual arts are taught using the Arts Attack, Davis Art, and Art Everywhere programs. At the high school level, materials used for art instruction includes materials published by California Arts Project 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 4 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. There is a routine process for maintaining, updating and repairing our facilities so that they are environments that allow students to learn in a safe interesting space.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Replaced and repaired malfunctioning HVAC units. Plumbing upgrades completed.
<b>Interior:</b> Interior Surfaces	X			Carpet replaced and further carpet replacement planned.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Bathroom upgrades completed for 1012 E Bradley Ave and 799 E Washington Ave.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Repaired and replaced leaking roofs on all campuses.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Security doors, new gate, and new fences completed. Playground upgrades planned.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	60	60	47	49	46	47
<b>Mathematics</b> (grades 3-8 and 11)	50	49	36	38	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1165	1158	99.40	0.60	59.50
<b>Female</b>	595	590	99.16	0.84	64.92
<b>Male</b>	568	566	99.65	0.35	53.71
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	498	498	100.00	0.00	53.01
<b>Black or African American</b>	18	18	100.00	0.00	55.56
<b>Filipino</b>	16	16	100.00	0.00	62.50
<b>Hispanic or Latino</b>	221	221	100.00	0.00	52.04
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	43	41	95.35	4.65	65.85
<b>White</b>	369	364	98.64	1.36	72.25
<b>English Learners</b>	212	212	100.00	0.00	21.70
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	12	12	100.00	0.00	66.67
<b>Socioeconomically Disadvantaged</b>	581	579	99.66	0.34	51.47
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	150	146	97.33	2.67	20.55

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1165	1158	99.40	0.60	48.62
<b>Female</b>	595	589	98.99	1.01	46.35
<b>Male</b>	568	567	99.82	0.18	51.15
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	498	498	100.00	0.00	48.80
<b>Black or African American</b>	18	18	100.00	0.00	44.44
<b>Filipino</b>	16	16	100.00	0.00	43.75
<b>Hispanic or Latino</b>	221	220	99.55	0.45	33.64
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	43	41	95.35	4.65	39.02
<b>White</b>	369	365	98.92	1.08	58.90
<b>English Learners</b>	212	212	100.00	0.00	24.06
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	12	12	100.00	0.00	50.00
<b>Socioeconomically Disadvantaged</b>	581	579	99.66	0.34	43.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	150	147	98.00	2.00	21.09

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	43.86	39.96	3.70	3.16	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	484	481	99.38	0.62	39.71
<b>Female</b>	262	259	98.85	1.15	37.84
<b>Male</b>	222	222	100.00	0.00	41.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	159	159	100.00	0.00	35.85
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	124	122	98.39	1.61	29.51
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	21	20	95.24	4.76	25.00
<b>White</b>	168	168	100.00	0.00	50.60
<b>English Learners</b>	39	39	100.00	0.00	2.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	225	224	99.56	0.44	33.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	61	61	100.00	0.00	9.84

## 2023-24 Career Technical Education Programs

While we have not designated 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, technology, and engineering. 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.

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

Engineering

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)

## 2023-24 Career Technical Education Programs

Anchor standard 3; as part of our leadership program, students 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. Nicole Allen is the liaison between the school and Grossmont/Cuyamaca Community College's CTE program and their advisory committee.

## 2023-24 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	83.05



## B. Pupil Outcomes

### 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.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	99	99	98	98
Grade 7	99	99	99	99	99
Grade 9	94	97	95	97	95

## 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 regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

As a school of choice, parental involvement is paramount at LFCS. Our parents have always been highly engaged in the volunteer process at school. They are an integral part in helping with items such as prepping class projects and organizing parties and events for the class, as well as working with students and assisting the teachers with daily classroom duties. At the K8 level the Parent Team Leadership Council (PTLC) provides leadership by arranging fundraisers at local restaurants for take-out, planning activities for teachers and students and supporting school events. 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 to discuss better and more effective ways to support both students and families of culturally diverse and language different student populations. They also organize a multicultural fair to bring all of our families together to celebrate our different cultures. Bridging this gap is important to our students' academic success.

Our high school parents provide support in our arts and athletic programs as coaches, mentors, drivers, and other types of volunteers. We have found that high school parents are eager to participate in special school day events such as during homecoming week and special holiday events. We regularly hold activities such as: Campus pledge each Friday morning, Grade level events, 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. We also cultivate and maintain connections with our parents through regular online communication via email, social media and video. "LFCS Talks" is our Podcast that is published regularly with a video component available for viewing. "Parent Conversations" is a video series we publish as a roundtable discussion of hot topic ideas discussed by masters in that field. We publish a biweekly newsletter that students take home as well. Each trimester our Parent/teacher conferences are student-led, which allows for personal interaction between the teachers, students and parents. 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, Dojo or messaging accounts, fostering the communication going back and forth between home and school. Parents are important players at LFCS and considered a significant part of their student's success.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.3	6.3	4.8	18.9	18.6	17.0	7.8	8.2	8.9
Graduation Rate	93.8	92.1	95.2	52.4	48.0	54.7	87	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	63	60	95.2
Female	26	25	96.2
Male	37	35	94.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	14	14	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	22	19	86.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	21	21	100.0
English Learners	11	10	90.9
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	35	32	91.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2132	2113	175	8.3
Female	1051	1046	95	9.1
Male	1078	1064	79	7.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	844	840	55	6.5
Black or African American	36	34	3	8.8
Filipino	23	23	0	0.0
Hispanic or Latino	432	428	63	14.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	84	84	6	7.1
White	699	692	47	6.8
English Learners	551	547	48	8.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	1175	1168	117	10.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	279	277	33	11.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.88	0.89	1.26	2.3	1.53	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.01	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.89	0.00
Female	0.48	0.00
Male	1.30	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.30	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.57	0.00
English Learners	1.09	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.43	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Our school's Comprehensive School Safety Plans were first approved and adopted by the School Board in February 2016. In February of each year they are presented and approved by the Board with all of the new updates. The safety plan team meets throughout the year to update the safety plans. The CSSP has all different manners of emergency procedures in it as well as

## 2024-25 School Safety Plan

maps of the school and other information needed in order to ensure the safety of all students. Teachers are given an Emergency Procedures binder at the beginning of each year along with individual sheets with 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 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 Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		7	
1	24		7	
2	24		7	
3	24		7	
4	28		6	
5	28		6	
6	29		5	
Other	19	4	4	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		7	
1	24		7	
2	24		7	
3	24		7	
4	27		6	
5	27		6	
6	26		6	
Other	18	8	6	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		7	
1	24		7	
2	24		7	
3	24		7	
4	28		6	
5	28		6	
6	26		6	
Other	16	12	2	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	22	3	
Mathematics	15	21	4	
Science	19	10	5	
Social Science	20	11	5	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	16	5	
Mathematics	12	24	1	
Science	15	9	2	
Social Science	20	12	3	

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	30		
Mathematics	12	22	5	
Science	19	11	3	
Social Science	19	12	4	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	4100

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	2
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	25.3

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,678	3058	9620	61857
District	N/A	N/A	9620	61857
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	-11.3	

## Fiscal Year 2023-24 Types of Services Funded

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 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.



## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	37.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	3
English	4
Fine and Performing Arts	2
Foreign Language	1
Mathematics	1
Science	2
Social Science	4
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	17

## Professional Development

The primary areas of focus for staff development include, student health and safety, social and emotional well being, LFCS Culture, Quantum 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, on one of our campuses. Our staff operates as teams, and departments and routinely collaborate and function as a Professional Learning Community, therefore needing to meet in person to collaborate and share ideas. Teachers are supported in a variety of ways as they perfect their craft. Coaching, observing and collaboration are important to

## Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	22	27	29