

Literacy First Charter School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/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).

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.

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

2025-26 School 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
School Website	lfcsinc.org
Grade Span	K-12
County-District-School (CDS) Code	37103716119119

2025-26 District Contact Information

District Name	Literacy First Charter Schools
Phone Number	(858) 292-3500
Superintendent	Gloria Ciriza
Email Address	gloria.ciriza@sdcoe.net
District Website	www.sdcoe.net

2025-26 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.

2025-26 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	213
Grade 1	217
Grade 2	221
Grade 3	204
Grade 4	210
Grade 5	187
Grade 6	183
Grade 7	174
Grade 8	164
Grade 9	111
Grade 10	111
Grade 11	85
Grade 12	80
Total Enrollment	2,160

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.6
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	41
Black or African American	1.5
Filipino	1.1
Hispanic or Latino	20.1
Two or More Races	3.8
White	31.7
English Learners	24.1
Foster Youth	0
Socioeconomically Disadvantaged	52.6
Students with Disabilities	11.9

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The language arts program at LFCS is driven by a broad understanding that without literacy, success in general is doubtful. Curriculum researched and used at LFCS has proven to be successful for students K12, including ELD and resource students. Materials used include Open Court (adopted 2024), Into Literature (adopted 2024), Illuminate, and teacher made materials. The Open Court English Language arts 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 those needing basic skills development to AP classes. High school curriculum currently used is Into Literature by McDougal Littell. Instruction is delivered in whole groups, small groups and individually. A variety of online support programs are used as well including A-Z Reading and Raz Kids. In grades 7-12 a specific academy within the school addresses the needs of underperforming EL and students needing basic skills development with specific instruction in reading comprehension, fluency and writing strategies. Materials for use in this program include iXL and other ancillary resources. Because charters are not required to follow state adoptions timelines, materials have been updated and upgraded as necessary.</p>	0.0%
Mathematics	<p>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 6-8. Additionally Success Maker 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. From Math Literacy to Integrated 3 students use Savaas enVision (adpoted 2025). For higher level math courses we use AP classroom and open source materials. The high school is using the integrated mathematics course progression.</p>	0.0%
Science	<p>K5 Science at LFCS is a hands on dynamic program using Mystery Science as well as teacher created resources. Sixth through eighth grade uses a combination of Pearson Explorer series, integrated science text, and STEM Scopes (adopted 2021) 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 all levels, 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.</p>	0.0%
History-Social Science	<p>Social Science at the K1 level uses McGraw Hill, Second and third grade uses Studies Weekly curriculum, 4-5 uses Teachers Curriculum Institute (TCI) Social Studies Alive! Grades 6 - 12 use Teachers Curriculum Institute History Alive! texts. Houghton Mifflin materials are used to supplement teacher lessons. The high school uses a variety of publishers, such as TCI, AP Classroom, 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</p>	0.0%

	Geography, AP Human Geography, World History, AP World History, US History, AP US History, Government, AP Government, and Economics.	
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	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 also used. Generally this topic is part of our PE program and taught incidentally in biology.	0.0%
Visual and Performing Arts	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.	0.0%
Science Laboratory Equipment (grades 9-12)	Beakers, test tubes, scales, burners, dissecting tools, microscopes, slides, etc.	0

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

School Facility Conditions and Planned Improvements

Literacy First operates four 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.

Year and month of the most recent FIT report

April 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Replaced and repaired malfunctioning HVAC units at all campuses. Plumbing upgrades completed at 698 W Main and 1850 Alpine Blvd.
Interior: Interior Surfaces	X			Carpet replaced and further carpet replacement planned at 698 W Main, 1012 E Bradley Ave, and 1850 Alpine Blvd.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			AG Pest control conducts routine pest prevention treatments at all campuses.
Electrical	X			Electrical upgrade installed at our Freedom Academy offices. Solar installation planned for 698 W Main and for 1012 E Bradley Ave.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bathroom upgrades completed for 698 W Main Street.
Safety: Fire Safety, Hazardous Materials	X			Fire systems inspected at all sites. Sprinklers repaired at 799 E Washington and 698 W Main. More sprinkler repairs planned for 2026.

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		Repaired and replaced leaking roofs on all campuses. Roof replacement at 1012 E Bradley Ave, 698 W Main Street, and 1850 Alpine Blvd.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		Playground at 698 W Main replaced. Playground at 799 E Washington repaired. Artificial turf added to common and play areas at 698 W Main and 1850 Alpine Blvd.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	60	49	50	47	48
Mathematics (grades 3-8 and 11)	49	50	38	39	35	37

2024-25 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
All Students	1161	1147	98.79	1.21	59.55
Female	583	573	98.28	1.72	61.95
Male	577	573	99.31	0.69	57.07
American Indian or Alaska Native	--	--	--	--	--
Asian	544	544	100.00	0.00	54.04
Black or African American	12	12	100.00	0.00	58.33
Filipino	17	16	94.12	5.88	81.25
Hispanic or Latino	214	204	95.33	4.67	57.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	51	50	98.04	1.96	58.00

White	321	319	99.38	0.62	69.91
English Learners	225	225	100.00	0.00	24.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	670	665	99.25	0.75	52.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	162	159	98.15	1.85	19.50

2024-25 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
All Students	1160	1143	98.53	1.47	50.48
Female	583	572	98.11	1.89	45.80
Male	576	570	98.96	1.04	55.26
American Indian or Alaska Native	--	--	--	--	--
Asian	543	543	100.00	0.00	47.51
Black or African American	12	12	100.00	0.00	41.67
Filipino	17	16	94.12	5.88	68.75
Hispanic or Latino	214	203	94.86	5.14	41.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	51	48	94.12	5.88	50.00
White	321	319	99.38	0.62	61.13
English Learners	225	225	100.00	0.00	25.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	669	663	99.10	0.90	42.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	162	158	97.53	2.47	20.25

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	39.96	39.95	3.16	4.64	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	421	413	98.10	1.90	39.95
Female	203	197	97.04	2.96	40.61
Male	217	215	99.08	0.92	39.53
American Indian or Alaska Native	--	--	--	--	--
Asian	176	176	100.00	0.00	31.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	90	94.74	5.26	32.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	47.62
White	118	116	98.31	1.69	56.03
English Learners	53	53	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	234	230	98.29	1.71	27.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	54	94.74	5.26	11.11

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.

2024-25 California Physical Fitness Test Participation Rates

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	98	98	96	96	99
Grade 7	99	99	98	99	97
Grade 9	96	94	94	96	91

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.

2025-26 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, 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 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.3	4.8	2.5	18.6	17	15.3	8.2	8.9	8
Graduation Rate	92.1	95.2	97.5	48	54.7	63.1	86.2	86.4	87.5

2024-25 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/acqrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	79	77	97.5
Female	51	51	100.0
Male	28	26	92.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	28	27	96.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	43	42	97.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	38	36	94.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acqrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2151	2137	170	8.0
Female	1062	1057	104	9.8
Male	1088	1079	65	6.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	886	882	57	6.5
Black or African American	32	32	3	9.4
Filipino	24	24	0	0.0
Hispanic or Latino	437	433	51	11.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	82	82	8	9.8
White	671	666	45	6.8
English Learners	523	519	38	7.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	1168	1160	108	9.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	285	283	33	11.7

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.

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.

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	0	7	0
1	24	0	7	0
2	24	0	7	0
3	24	0	7	0
4	27	0	6	0
5	27	0	6	0
6	26	0	6	0
Other	18	8	6	0

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	0	7	0
1	24	0	7	0
2	24	0	7	0
3	24	0	7	0
4	28	0	6	0
5	28	0	6	0
6	26	0	6	0
Other	16	12	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	4	3	
1	24		7	
2	23		7	
3	23		7	
4	29		6	
5	27		6	
6	26		6	
Other	17	9	6	

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	0
Mathematics	12	24	1	0
Science	15	9	2	0
Social Science	20	12	3	0

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	24	14	
Mathematics	19	18	16	
Science	23	8	17	
Social Science	23	9	18	

2024-25 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	315:1

2024-25 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)	6.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	25.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,027	\$4,618	\$9,409	\$68,373
District	N/A	N/A	\$9,409	\$68,373
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-16.9	

Fiscal Year 2024-25 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	48.7
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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	5
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

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 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. Different trainings are planned for whole staff and some are for departments. 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.

Many of our school days for staff development are partial days, we do have a few full day trainings as well.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	27	29	35