

Literacy First Charter

Debbie Beyer, Principal

Principal, Literacy First Charter

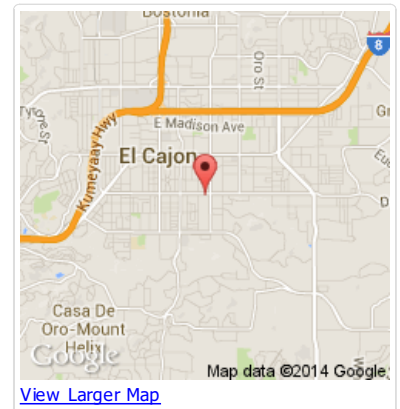
About Our School

Literacy First Charter School is located in East San Diego County. The school is located in four separate locations, serving a diverse population of students K-12th grade. The mission of LFCS includes the ideas that all children can learn, should be known, and should be valued. Parents are viewed as integral to their student's success and are encouraged to be a part of the team often. Research proven strategies are used and staff is invested in the success of each child. LFCS is a place where because character counts, parents matter and teachers care...children thrive.

Contact

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

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Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
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, Principal
E-mail Address	debbie.beyer@lfcinc.org
County-District-School (CDS) Code	37103716119119

District	
District Name	San Diego County Office of Education
Phone Number	(858) 292-3500
Web Site	www.sdcoe.net
Superintendent First Name	Randolph
Superintendent Last Name	Ward
E-mail Address	randolph.ward@sdcoe.net

Last updated: 4/14/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

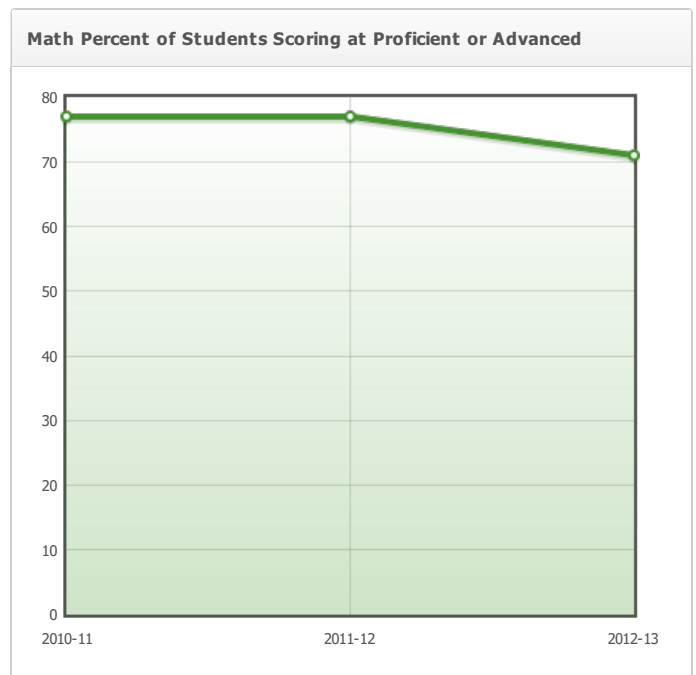
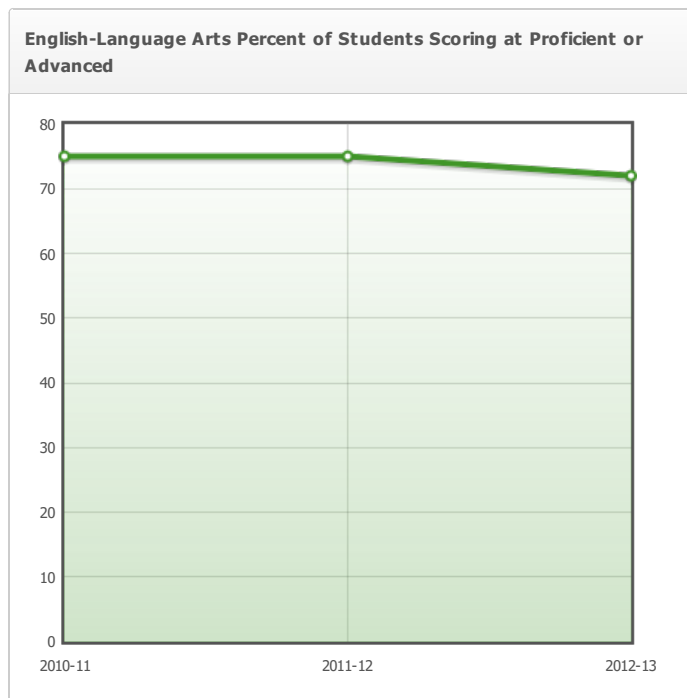
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

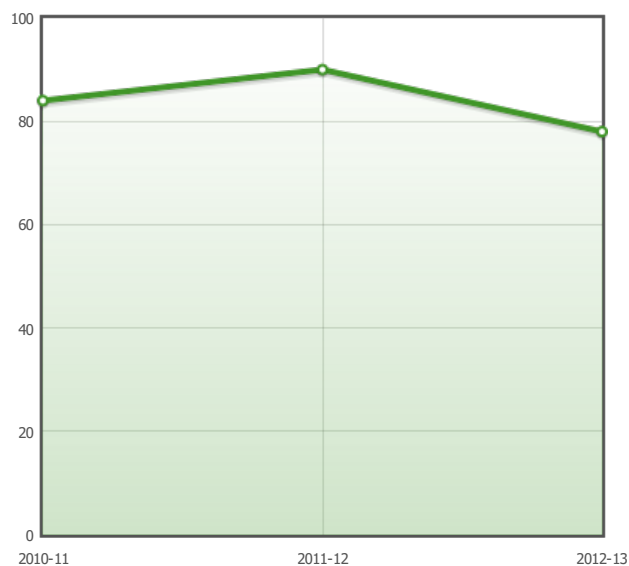
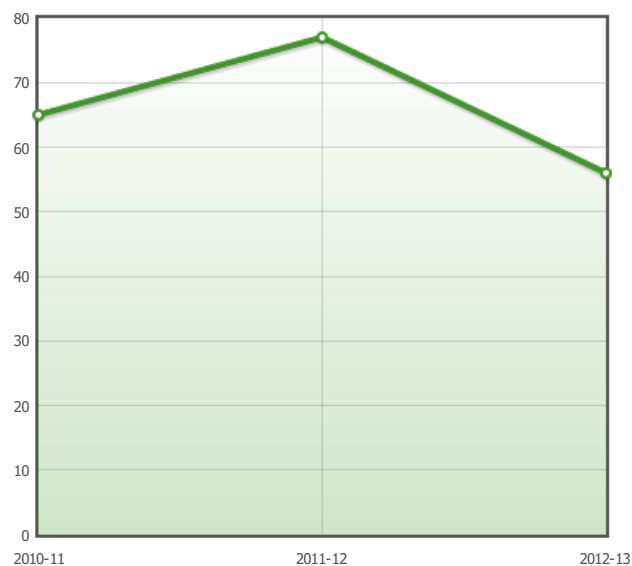
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	75%	75%	72%	28%	32%	36%	54%	56%	55%
Mathematics	77%	77%	71%	40%	46%	48%	49%	50%	50%
Science	84%	90%	78%	25%	32%	35%	57%	60%	59%
History-Social Science	65%	77%	56%	14%	16%	20%	48%	49%	49%

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



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 4/14/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	36%	48%	35%	20%
All Students at the School	72%	71%	78%	56%
Male	69%	68%	77%	64%
Female	75%	73%	79%	48%
Black or African American	74%	52%	56%	54%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	88%	91%	N/A	N/A
Hispanic or Latino	67%	61%	62%	50%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	80%	76%	90%	66%
Two or More Races	78%	67%	N/A	N/A
Socioeconomically Disadvantaged	58%	63%	70%	45%
English Learners	51%	65%	56%	20%
Students with Disabilities	44%	45%	64%	17%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

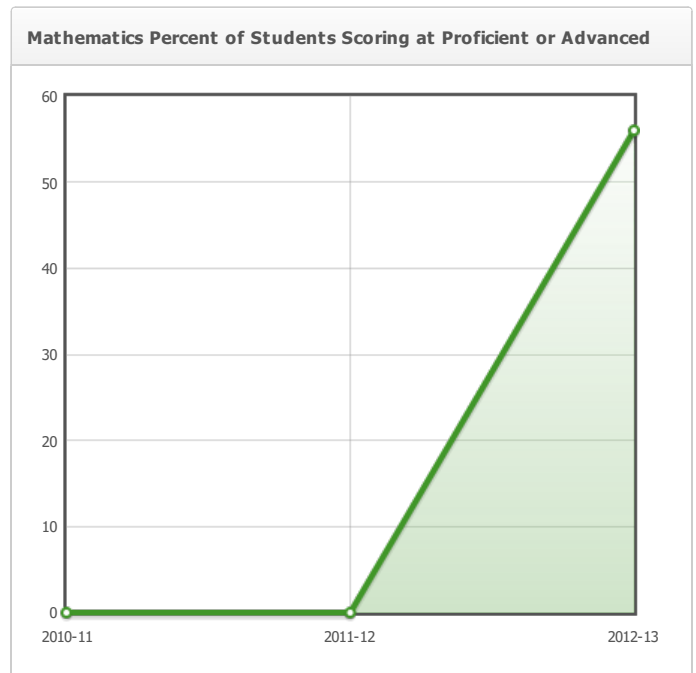
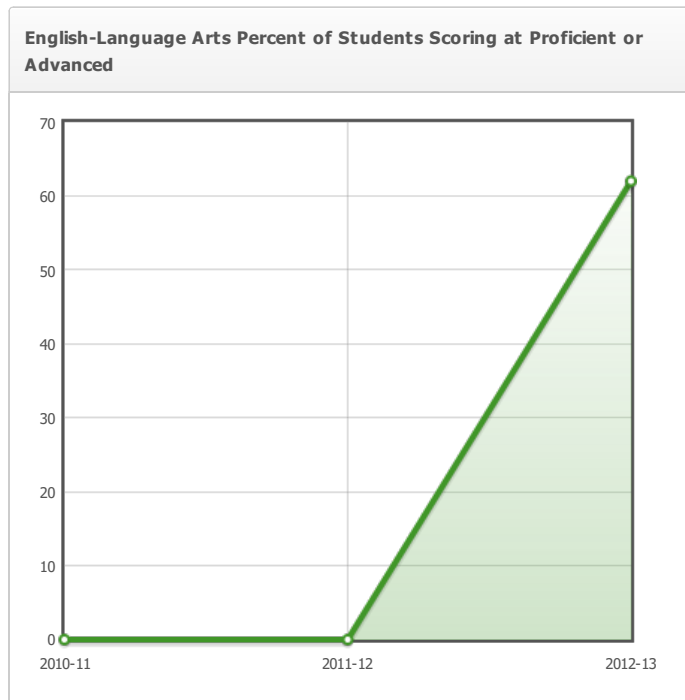
Last updated: 4/14/2014

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	62%	38%	34%	49%	59%	56%	57%
Mathematics	N/A	N/A	56%	18%	22%	43%	56%	58%	60%

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



Last updated: 4/14/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	69%	17%	14%	65%	28%	7%
All Students at the School	38%	32%	30%	44%	38%	18%
Male	41%	35%	24%	39%	44%	17%
Female	35%	29%	35%	49%	31%	20%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	47%	26%	26%	56%	39%	6%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	21%	41%	38%	23%	47%	30%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	57%	33%	10%	66%	31%	3%
English Learners	81%	6%	13%	69%	25%	6%
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

Last updated: 4/14/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.1%	20.6%	33.3%
7	20.6%	28.2%	25.2%
9	24.1%	25.3%	33.3%

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

Last updated: 4/14/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	8	9	9
Similar Schools	9	9	9

Last updated: 4/14/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	22	9	-30
Black or African American			
American Indian or Alaska Native			
Asian		23	-18
Filipino			
Hispanic or Latino	16	4	-37
Native Hawaiian or Pacific Islander			
White	44	7	-27
Two or More Races			
Socioeconomically Disadvantaged	32	3	-11
English Learners	16	8	-18
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 4/14/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,126	871	670	554	4,655,989	790
Black or African American	47	841	52	569	296,463	708
American Indian or Alaska Native	6		7		30,394	743
Asian	245	827	9		406,527	906
Filipino	22	952	1		121,054	867
Hispanic or Latino	218	831	510	553	2,438,951	744
Native Hawaiian or Pacific Islander	2		6		25,351	774
White	561	907	46	522	1,200,127	853
Two or More Races	25	864	39	533	125,025	824
Socioeconomically Disadvantaged	473	839	531	558	2,774,640	743
English Learners	352	823	331	521	1,482,316	721
Students with Disabilities	102	747	119	414	527,476	615

Last updated: 4/14/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Last updated: 4/14/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2010-2011
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	18.2%

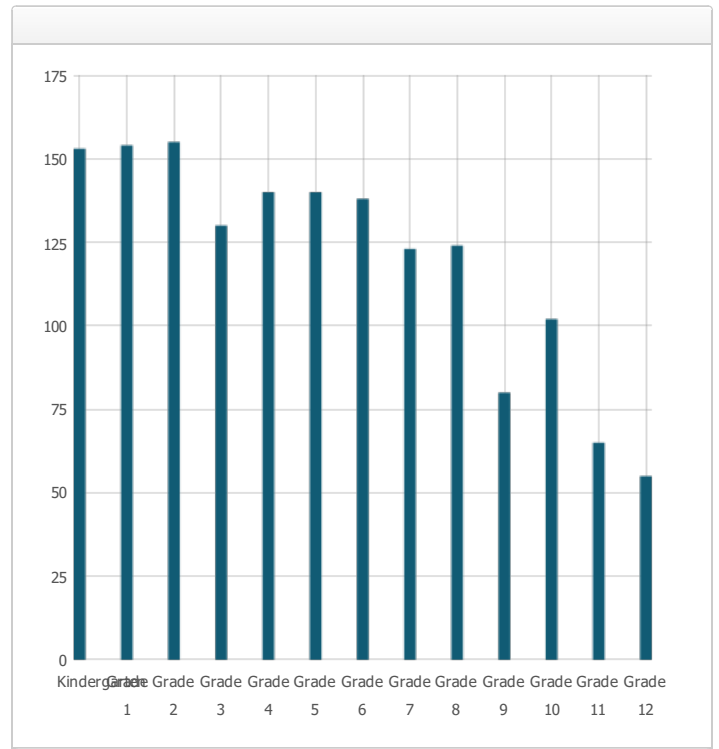
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Last updated: 4/14/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

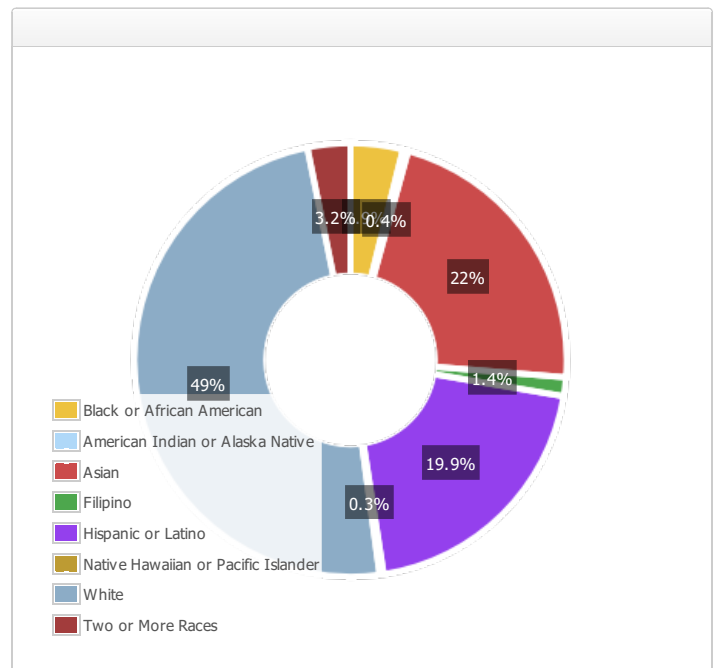
Grade Level	Number of Students
Kindergarten	153
Grade 1	154
Grade 2	155
Grade 3	130
Grade 4	140
Grade 5	140
Grade 6	138
Grade 7	123
Grade 8	124
Grade 9	80
Grade 10	102
Grade 11	65
Grade 12	55
Total Enrollment	1559



Last updated: 4/14/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.4
Asian	22.0
Filipino	1.4
Hispanic or Latino	19.9
Native Hawaiian or Pacific Islander	0.3
White	49.0
Two or More Races	3.2
Socioeconomically Disadvantaged	38.9
English Learners	32.8
Students with Disabilities	7.5



Last updated: 4/14/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	6	0	0	21.0	7	0	0	22.0		7	
1	20.2	6	0	0	21.0	6	0	0	22.0		7	
2	20.0	6	0	0	22.0	6	0	0	22.0		6	
3	20.0	6	0	0	22.0	6	0	0	22.0		6	
4	24.8	0	5	0	27.4	0	5	0	28.0		5	
5	25.0	0	5	0	28.0	0	5	0	28.0		5	
6	31.0	0	3	1	27.6	0	5	0	28.0		5	
Other		0	0	0								

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

Last updated: 4/14/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	1.0	1	0	0					19.0	13	6	
Mathematics	0.0	0	0	0					17.0	10	5	
Science	0.0	0	0	0					20.0	7	1	
Social Science	0.0	0	0	0					19.0	10	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.

Last updated: 4/14/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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

Last updated: 4/14/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2013-14)

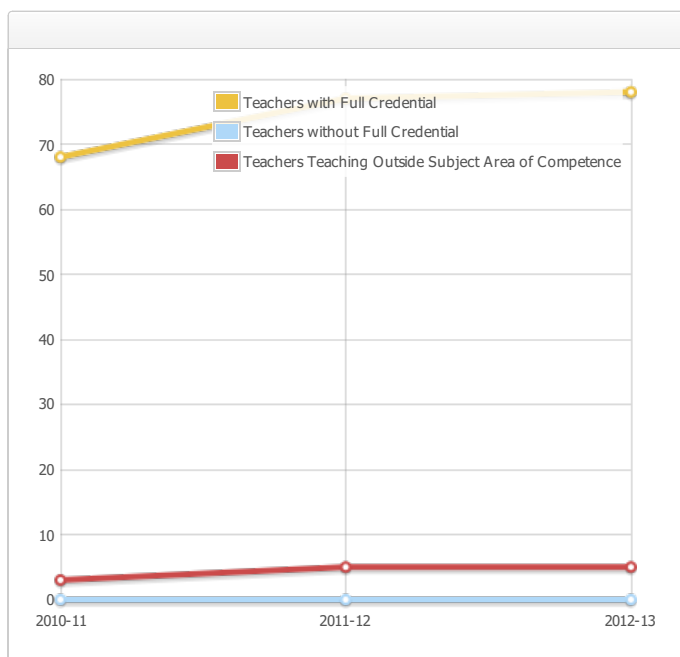
Overall Rating	Good
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Last updated: 4/14/2014

Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	68	77	78	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	5	5	



Last updated: 4/14/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	300.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	3.0	N/A
Other		N/A

Note: Cells shaded in black or 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: 4/14/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: March 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent 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 EL and resource students. Materials used include Open Court, Holt, McDougal- Littell, Hampton Brown, teacher made materials, SRA, and a variety of ancillary materials used to support second language and struggling students. High school curriculum is diverse to meet the variety of levels of remedial and AP classes. Publishers include Bedford, Houghton Mifflin as well as Prentice Hall and 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, Accellus, Rosetta Stone, Read Naturally. At the 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 includes SRA, Steck Vaught, Road to Reading, and other ancillary resources.</p> <p>Because charters are not required to follow state adoptions timelines, materials have been updated and upgraded as necessary.</p>		0.0
Mathematics	<p>LFCS student K8 do very well in mathematics. Our math program teaches math thinking, not rote math and computation only. These programs include Every Day Mathematics and Connected Mathematics. Additionally Successmaker is used for independent programs, as well as AVENTA learning online classes for individual students requiring upper level math for the grade level. At the high school level a variety of math texts are used to meet the needs of advanced math students and lower math students. These include publisher Prentice Hall, Holt and Pearson, and Addison Wesley.</p>		0.0
Science	<p>K5 Science at LFCS is a hands on dynamic program using FOSS science programs. 6-8 Uses a combination of Pearson Explorer series and an integrated science text. At the high school level a combination of Prentice Hall and Pearson texts are used as well as an online support program called Accelus.</p>		0.0
History-Social Science	<p>Social Science at the K2 level is largely teacher made/supported materials that teach the state standards. Houghton Mifflin materials are used to supplement teacher lessons. 3-8 used History Alive. The high school uses a variety of publishers to meet the need of a diverse set of classes which include History and Geography Alive. Additionally, Wadsworth, Prentice Hall/Pearson and Holt.</p>		0.0
Foreign Language	<p>Spanish is taught at the high school. This program uses McDougall- Littell materials as well as Holt Publisher for ancillary and support materials. These classes are a blend of academic, cultural and practical instructional practices that engage students in learning a foreign language.</p>		0.0
Health	<p>Health is taught through use of teacher made materials, online resources and parts of the science materials. Generally this topic is part of our PE program and taught incidentally in biology.</p>		0.0
Visual and Performing Arts	<p>K-8 visual arts are taught using the Arts Attack program. At the high school level materials used for art instruction includes materials published by Davis Publishing. Teacher made materials are a vital component of this program.</p>		0.0
Science Laboratory Equipment (grades 9-12)	<p>Biology, Physics, Chemistry and general sciences are taught using a variety of lab equipment and curriculum which include curriculum from Pearson and Prentice Hall.</p>		0.0

Last updated: 4/14/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,618	\$688	\$5,930	\$47,988
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 4/14/2014

Types of Services Funded (Fiscal Year 2012-13)

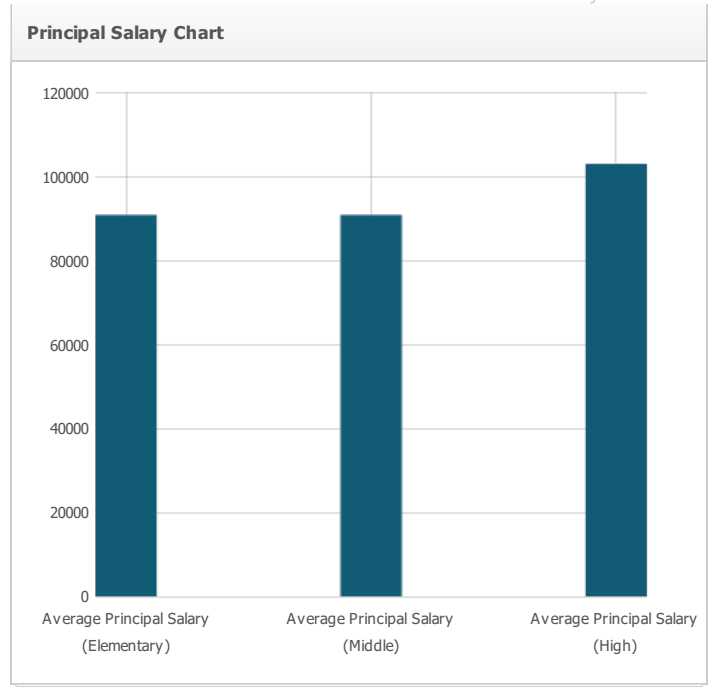
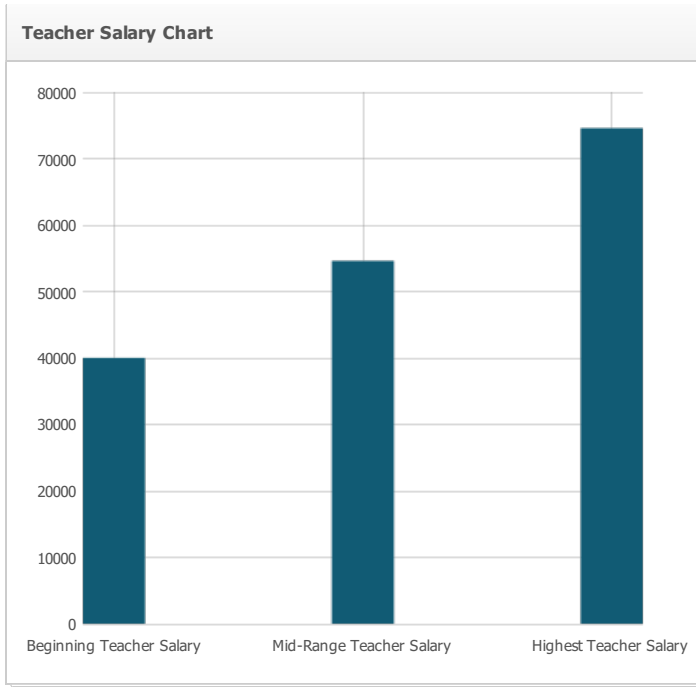
A variety of supplemental services are provided at Literacy First Charter. While some funding comes from categorical programs, general fund revenue is required to provide the extra support services needed for the student success. Services include intervention activities, small group tutoring and other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

Last updated: 4/14/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,013	\$41,451
Mid-Range Teacher Salary	\$54,615	\$67,655
Highest Teacher Salary	\$74,582	\$85,989
Average Principal Salary (Elementary)	\$90,766	\$108,587
Average Principal Salary (Middle)	\$90,766	\$111,643
Average Principal Salary (High)	\$102,888	\$110,257
Superintendent Salary	\$00	\$182,548
Percent of Budget for Teacher Salaries	41.8%	41.8%
Percent of Budget for Administrative Salaries	4.4%	5.5%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 4/14/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page](#).

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	32.5
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	41.5

Last updated: 4/14/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	2	N/A
Science		N/A
Social Science	2	N/A
All Courses	10	1.6

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 4/14/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

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

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

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