

Literacy First Charter School



"The tree of knowledge begins with literacy."

Annual Performance Report For 2009-2010



Literacy First Charter School
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The *Literacy First* Charter document stipulates that a yearly report will be produced that will inform the San Diego County Board of Education of the progress of the *Literacy First* Charter School in accordance with its charter.

The following report is offered to provide information that will address each of the fifteen areas of the charter document during the 2009 -2010 school year. Since this is the ninth year and LFCS is seeing good success, the report is general with the biggest difference being in the charts and boxes.

CDS: 37-10371-6119119

October
2010

Over the nine years Literacy First Charter School has families of East County, many challenges have been overcome. The growth from 115 students in the first students in the ninth year is a result of vision, hard community support for a school that offers their student receive the desired education in an environment that growth of the whole child. school year opened with the State of California in a and a growing recession. The resulting funding cuts Literacy First to find ways to do more with

School Description	
Type of School	Elementary
Grade Levels ¹	K-8
Charter School	Yes
Total Enrollment	713
Population Status	Urban Fringe of a Large City

been serving the faced and year to over 700 work, and the the opportunity to addresses the The 2009-2010 financial crisis have required substantially less

Certificated Staff			
	Number of Staff	Full-Time Equivalents	Per-Pupil Ratio
Administrators	2	2.0	356.5
Pupil Services	3	3.0	237.7
Teachers	36	35.5	20.1

money. There remains a long waiting list of students looking for a spot at LFCS. The planning process to open a third campus began in the Fall of 2009. The new school site is located on Main Street in El Cajon and has been approved by the City of El Cajon to house 420 K-8 students. It opened in the Fall of 2010 with 310 K-6 students. The focus of this report is upon the Primary Academy and Junior Academy. The new campus will be in next year's report.

LFCS Teachers are considered a great asset. Their investment, support and ownership are critical to the success of the LFCS model. Being one school with two locations is a unique model that allows for the development of programs that are age, grade and program specific. Specific plans are developed to establish programs that unite the two sites, Primary Academy (K-3) and the Junior Academy (4-8) while at the same time building on the differences of the individual student populations at each site. Again, the tenacity of all staff, students and parents of Literacy First are the trademark by which this school has seen such positive and progressive success over the past nine years. As a community of learners the sense of "ownership" of

Enrollment by Grade	
	Enrollment
Kindergarten	80
Grade 1	80
Grade 2	80
Grade 3	80
Grade 4	75
Grade 5	75
Grade 6	75
Grade 7	84
Grade 8	84
Total	713

Teachers by Type of Assignment	
	# of Teachers
Self-Contained Classroom	31
Subject Area ¹	3
Special Education	2
Total	36

this program ensures that LFCS remains a place where the school community, staff, students and parents alike continue to build and develop an enriched and academically successful environment.

Educational Program

#1 – Non Traditional Structure

As stated in the charter and as a part of the regular educational program, the needs of students are seen as the driving force. For that reason, student needs are specifically and deliberately addressed. Students may be grouped by skill levels or individual

Special Programs		
	Number of Students	Percent of Enrollment
English Learners	208	29.3%
Free/Reduced Price Meals ¹	229	32.6%
Title I	229	32.6%

Special Education Data

Students receiving SAI services – 18
Students receiving speech services – 36
6 students receive both RSP and speech

54/62 identified by LFCS
8/62 came to LFCS with IEPs

9 students exited Special Ed services this school year

62/713 or 9.0 % of LFCS students receive Special Education Services

students may be moved up or down during the day to the appropriate grade levels in order to meet the individual, specific student need. Students are identified in a variety of ways as being “at risk” or below level. At the beginning of each year initial assessments are done in reading, writing and math. From that point teachers identify students that have specific academic needs. Additionally, assessments are ongoing using curriculum assessment instruments as well as teacher made assessments. Students are grouped according to skill for particular level instruction. This may occur in language arts or math. Modifications or enrichments are made as needed for each child. If a child is deemed to need more than the usual classroom modifications, a student study team is convened where staff and parents work to develop a plan that is more suitable for the student. Providing appropriate services for students with special needs is a priority. Providing our own Special Education services has been very successful. LFCS has a full time on site Resource Specialist and contracts with Specialized Therapy Services for specific Special Education needs. Students receive services through a pull out program per each individual IEP. Both the Resource teacher and our Speech instructor meet often with the classroom teacher to ensure that IEP goals are being worked on in the

classroom as well as during specific IEP sessions. Specialized Therapy Services provides speech and language services to identified students, as well as provides additional support through OT or PT consult or services as the need has presented itself. Specialized Therapy Services provides administrative oversight through a special education consultant. Additionally, the SDCOE Special Education Staff as well as the South County SELPA are

available for any consult or question. Office space and instructional areas specific to providing special education services ensure services occur in an enriched, purposeful environment just as every other class at LFCS. Additionally, an after school tutoring program addresses the needs of those students requiring remedial services for academic success in Mathematics. This year 68 students participated in our afterschool program. The *Everyone a Reader* Program addresses the needs of reading at-risk students daily, and our in house intervention program this year, has been developed to be more deliberate about working specifically with our most “at risk” students. The school calendar follows a modified traditional calendar with quarterly breaks and a longer school day. The total number of days this school year is 185, with a total number of instructional minutes being approximately 66,415, grades 1-8. The school features a longer school day and a longer school year with the quarterly week breaks. We study hard, we play hard. (See Appendix A for school calendar)

Since the budget cuts have been implemented, every effort has been made to maintain class sizes at the size reflected in the Charter which is

20 students K-3, 25 students 4-6, and 28 students 7-8. This maintains the intent of the charter where “every child is known” and establishes “community” where our children feel safe within a nurturing environment, as well as maintains the conditions of our CUP with the City of El Cajon.

Average Class Size

	# of Classes	Average Class Size
Schoolwide	31	23.0
Kindergarten	4	20.0
Grade 1	4	20.0
Grade 2	4	20.0
Grade 3	4	20.0
Grade 4	3	25.0
Grade 5	3	25.0
Grade 6	3	25.0
Grade 7	3	28.0
Grade 8	3	28.0

In the LFCS parent survey with a scale of 1-5, 5 being the highest, parents rated the educational program of Literacy First a 4.75

School Attendance average for the school year

2009-2010 is: 95.6 %

The tardy rate is 7.0 %

The parent-literacy component of the charter continues to be in development. The Chaldean community continues to work to develop a social services center through federal grant dollars. LFCS has worked with this community to provide input as to what needs they observe. A weekly school newsletter (also translated) is sent home in order to inform parents of important information and programs available to them, not only at LFCS but across our community. Through the invitation of a morning “coffee”, parents of EL students met with staff on two different occasions to discuss a variety of school related issues, including helping their children with homework and understanding their role as parents in the LFCS community.

#2 – Empowerment and Collaboration

Literacy First enjoys huge parent buy-in as noted by the number of volunteer hours logged in. This number **does not** reflect parents involved in school field trips and special activities. Parents are invited in every quarter for parent teacher conferences. As stated in the charter, parents are invited to participate in the education of their child on campus. For security purposes all volunteers and visitors on campus are asked to sign in and out, as well as be identified by wearing an identification tag. All parent

**2009-2010
Volunteer Hours
7193 hours**

*38.9 volunteer hours/daily for
185 day school year
Equivalent of 5.6
additional full time staff every
day*

**This is a slight decrease of
5.6% from last year.**

*In the LFCS parent survey with a scale of 1-5, 1 being the highest,
parents rated the communication at Literacy First a 4.76*

volunteer hours are logged. During this school year our **Everyone a Reader** reading program continued. A Literacy First Staff member is the facilitator for this program. Volunteers were recruited through our school community. These volunteers range from retired parents of our own staff, parents and grandparents of our students, to local college students. All volunteers are specifically trained in strategies to work with struggling readers. This program operates daily with at risk students. During this school year 18 students participated in this program. The results were positive as we saw these children improve in their reading ability. LFCS has an ongoing relationship with students from local High Schools, Colleges and Universities which provide numbers of college students as additional classroom support or tutors.

*In the LFCS parent survey on a scale of 1-5,
with 5 being the highest, parents rated that
staff as accommodating @ 4.73*

*Parents rated the school field trips a 4.86
satisfaction.*

*99% of LFCS parents attended at least one
additional school activity with/for their child
this school year.*

*99% of parents indicated the importance of
parents being involved in the school and their
child’s education.*

Additionally, to train parents in ways to better equip their students, an LFCS staff member developed the T.A.P.P.S (Teaching all parents practical strategies). This session

LFCS students and parents participated in the following activities 2009-2010

- Kindergarten Parent Orientation
- Back to school Parent Orientation
- “Proud to be An American” Parade
- Culture Coffees for 2nd language parents
- Back to School Night
- Fall School Fair
- Field Trip Fundraisers, raising over \$17000 for buses for field trips and school assemblies
- Holiday Food/ Clothes Drive for LFCS families
- School wide concerts/school assemblies
- Del Mar Fair
- Sixth Grade Camp
- School Olympics IX
- Mother’s Day Boutique and Tea at both sites
- T.A.P.P.S parent training
- Dr. Seuss Read-a-thon
- 4th Grade Sacramento Trip
- 4th Grade Art Display and Auction
- 5th Grade Solar Car Contest
- LFCS Kiwanis Soapbox Derby team
- Celebration of National Charter School Week Open House and events
- Christmas Around the World K-3 Program
- 4-8 Winter Musical
- Grade level fine arts theater events
- Curriculum related field trips
- Participation in Math Field Day
- LFCS Spelling Bee for Grades 3,5,7
- “Pasta for Pennies” for Leukemia Drive
- Teddy Bear Drive for Children’s Hospital
- Many community service projects including:

Letters to soldier, visits to senior homes, making caps for orphans, to name a few

instructed parents in strategies to use in helping their students learn to read. Three separate sessions were held specific to each grade level 1-3.

#3 – Community

This component of the charter is in ongoing development. During the 2009-2010 school year partnerships were enjoyed with local stores, Albertson’s, Wal-mart, Target and the Office Depot school rebate program. Students at LFCS, K-8 participated in the Pizza Hut “Book It” program for literacy. Additionally, LFCS continues its positive relationship with Wells Fargo through its banking program and its employees’ commitment to support LFCS. Additionally, Wells Fargo does a “How to save” program with each classroom throughout the year, providing “financial” education for our students. Participation in the Box Tops for Schools program netted over \$1000 for the field trip program. Several local businesses provided student incentives and prizes for our student fundraiser and 4th grade art auction as well. Students participated in community service projects including regular visits to a neighboring senior center, care packages to the military abroad, school clean – up projects and baking cookies for Meals on Wheels. Additionally, a school wide project for our own families included a food drive and a Christmas giving project. Partnerships with Me-Too West provided free services for LFCS in the way of school banners. LFCS maintains a good relationship with the City of El Cajon and has maintained a “good neighbor” status with our community.

#4 – Professional Development

As stipulated in our charter document, *Literacy First* is committed to maintaining a well trained staff. Staff participated in a general 5 day in-service training session prior to school on school basics, as well as specifics to LFCS, including our history, the unique nature of our educational program, projected school demographics and emergency and health procedures. Three times during the school year, at quarter breaks, in-service school wide training was held: one session was dedicated to grade level collaboration, while the last two were with “Quantum Learning” as our staff was trained in incredibly effective brain based research teaching and learning strategies. “Staff Conversations” provided skills as our staff worked through *Strategies that Work* and worked as grade levels to develop teaching techniques to ensure student comprehension ability. During the school year teachers were also invited to observe other classes and schools in order to compare and glean effective teaching and classroom management strategies. This year LFCS continued in partnership with Cajon Valley Union School District in the BTSA program for our first and second year teachers. Five master teachers received training as BTSA support providers. They in turn trained our new teachers. The BTSA program will be tailored to meet the need of our LFCS program specifically. Additionally, a mentoring program “new to LFCS” teachers was continued. Staff met with administration quarterly. A mentor teacher was assigned to each new staff member. Mentors met monthly with their charges and discussed specific topics as developed by the mentor team. The administrative team participated in a variety of training sessions with the SDCOE, including the PAL program for principals and the San Diego Charter School Network. Specific workshops were attended by other staff members including training on the SIS and FIS systems, playground safety and health services. All teachers participated in additional professional growth opportunities as planned by their personal professional growth matrix. In total, LFCS staff attended in excess of 50 professional growth-type sessions, not including those provided in house by LFCS. All new teachers, new completely or new to LFCS attended the two – four day training sessions, including the Fred Jones Classroom Management training and specific publisher training sessions at the beginning of the year for new staff.

#5 – Technology

LFCS is committed to having technology in every classroom, not for entertainment, but to train students in real working skills that will be foundational to their future educational success. Older computers were replaced with the smaller laptop which are stored in portable carts. Every classroom is outfitted with the smartboard, FM surround sound, mic’d

School Technology	
	Number
Computers	157
Students per Computer	4.5
Classrooms with Internet	34

teachers, document cameras and I-pods. Updating technology is an ongoing project all year at LFCS. Teachers routinely use the internet, united streaming and online resources to provide outstanding lessons and cutting edge information to their students. At our Primary Academy computers are in each room. At the Junior Academy, computers are set up in laptop carts. Our technology team worked collaboratively to update our school wide Technology Plan. This plan was completed, submitted and approved by the SDCOE in 2007. The plan has recently expired and it is under review. Technology as stipulated in our charter is not an end in itself, but a means by which all children are provided another manner in which to succeed.

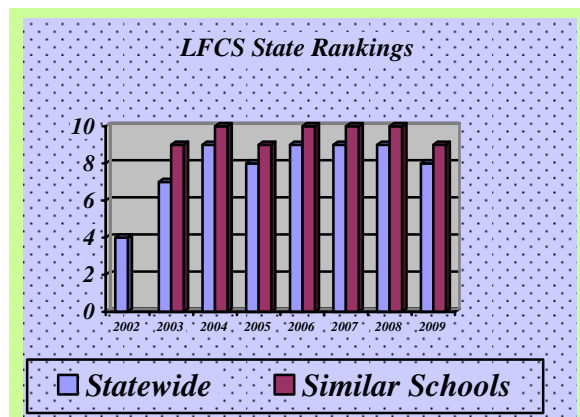
On a scale of 1-5, with 1 being the highest, parents rated student benefit because of the LFCS Technology program at 4.57.

B & C. Assessment and Measurement

During the ninth year of operation the Literacy First Charter School continues to establish procedures and systems that will work long term for the school. Approximately 540 students (99.9% participation) were tested with the statewide testing STAR program. Along with the standardized testing used for the 2nd - 8th graders, regular and ongoing

Students by Ethnicity		
	Enrollment	% of Total
American Indian	7	0.01%
Asian	10	0.1%
Hispanic	114	12%
African American	37	4%
White	375	58%
Middle Eastern	154	20%
Other (non response)	16	5%
Total	713	100%

through our Home Language Survey. At that point the California English Language Development Exam (CELDT) was administered to these English Learner students. This population of students comprises almost **30%** of the total student population of LFCS. EL students received pullout services as needed as well as instruction in the classroom using SDAIE techniques. Students with a 1 or 2 CELDT score receive pull out services as well as the regular 45 minutes in the classroom. Students with a 3-5 CELDT score receive instruction in the classroom. Each grade level addresses this need specifically to their educational program and instructional day. The EL program is in ongoing development in order to meet the needs of this student population and their families most effectively. *Specific scores are noted in Appendix C.* During the school year, LFCS staff began implementing the English Language Development Master Plan as it was developed in '02. The LFCS staff works diligently to ensure that the appropriate amount of time and the most effective strategies are implemented in order to allow our EL students to see the success they needed to achieve academic success. Our specific kinder program we feel is providing our new youngsters a giant “hand up” in the language acquisition



assessment are done, including the Rigby Assessment, the publisher recommended assessments for language arts, math, science and social studies, and school wide quarterly school wide, grade level Scantron standards assessments. As indicated in the chart, the 2010 API score was 870. The expectation has been that continuing growth after 800 may be difficult to maintain. Nonetheless it is good to see a continuation of scores above 850. *See Appendix B for LFCS API scores.*

Initially, second language students are identified

Languages of English Learner Students		
	# of Students	Percent of Enrollment
Arabic	44	6.4
Spanish	45	6.4
Russian	1	.1
Cantonese	1	.1
Kurdish	3	.4
Swahili	2	.3
Armenian	3	.4
Assyrian	2	.3
Chaldean	104	14.7
Asian	5	.6
Total	208	29.5

Note test scores for our EL and “low

socioeconomic” group. These groups are doing well! Parents of our EL students were specifically trained on the program and the rationale behind the technique and the program. Teachers continue to refine and develop the “Tool Kit” for each grade level that will serve as a complete assessment package for each grade level.

D. Governing Boards

In accordance with the charter, LFCS has a Board of Directors that meets regularly to ensure that LFCS is maintaining the mission of the charter. Members of the Board were originally appointed; however, during the subsequent years resigning members have been replaced as designated within the Board Bylaws. The LFCS School Board President currently is Shelby Hull. The Board is working well as they understand and support the mission of LFCS. Our school site council which works off of parent teams realized much better implementation this year which began to really solidify the vision for this group. The council continues to be developing working teams. The parent team council’s main projects were the Fall School Fair as well as several smaller projects including “Teacher Appreciation Week” and a Spring Open House. Additionally, the teams each had individual projects. Likewise, our English Language Advisory Committee became more involved with the cultural community. The committee hosted two separate meetings. Both meetings used a translator to ensure understanding. Additionally, this committee hosted a cultural food booth at the Fall School Fair which was hugely successful. *As a result of our continued efforts along with our DELAC committee, there are an increased number of EL parents participating in all school activities from volunteering to field trips.* Additionally, we are experiencing a greater number of fathers joining in our “Rad Dads” at Recess event. Developing the parent network more effectively is an ongoing project.

E. Credential Monitoring

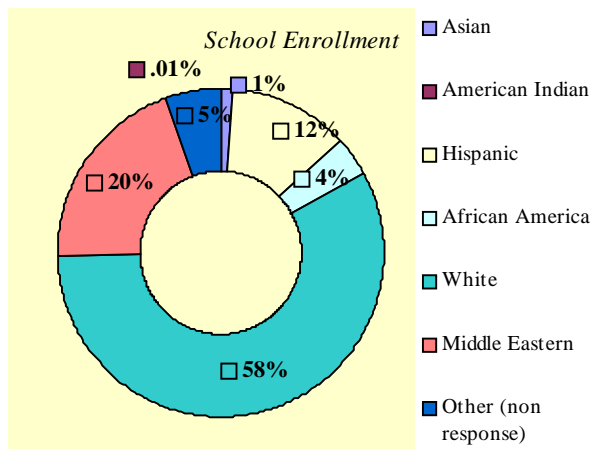
All teachers of Literacy First Charter School are credentialed. Likewise, all staff either has the CLAD certification New teachers are working to clear their credentials through the BTSA program. This is a two year program that will provide support and mentoring for our new teachers. Credentials are monitored through LFCS prior to hiring to ensure compliance with the No Child Left Behind criteria as well as through the SDCOE payroll system. Notices are regularly sent out if/when a credential is in danger of expiring. Copies of credential are kept in the individual personnel files as well as at the SDCOE.

Teaching Credentials		
Full Credential	# of Credentials	% of Total
Total	36	100.0 %
	36	100%

F. Health and Safety Procedures

Basic in service training has been done on emergency procedures. Each classroom is equipped with a “red” backpack that contains emergency equipment should the need arise. Staff has been advised on procedures for a “lock down” situation as well as a national crisis. Regular fire drills are practiced as well as earthquake and lock down procedures. Local police have been contacted as well as to their response in such an emergency. Notice of procedures was included in our school newsletter. Staff also received in-service training on the child abuse and reporting of it as needed. Additionally, this year, emergency procedures were extended to the possibility of a larger emergency in which students would be left in our care for an extended period of time. Dry goods and food supplies were arranged accordingly. Staff was trained on the use of an epi pen in case of allergic reaction. Our staff

handbook includes emergency procedures and phone numbers. Risk Management staff has been on the campus to inspect and ensure the physical safety of our site and playground. This is smoke free and ADA compliant facility.



G. & H. Racial Ethnic Balance

As stipulated in the charter, the staff of LFCS has worked diligently to ensure the racial balance of the school. Although there is little control over the actual numbers or types of students that enroll in the school, active advertising is done in a variety of publications in order to reach a broad range of clientele. Advertising was done locally in the *San Diego Family Magazine, the*

Kid's Resource Directory, and the *San Diego Parent Magazine*. Many students come from referrals of happy parents as well. The development of our website www.literacyfirstcs.org has provided a means of advertising as well. The demographics of LFCS very much reflect other area schools. The enrollment of Literacy First remained stable all year. Ample waiting lists allowed open spots to be filled quickly. As noted below, there is a delightful ethnic diversity at Literacy First Charter. Because we have such large waiting list, the ability to attend LFCS has gone to the implementation of a lottery. The lottery is conducted in strict guidelines according to Board established mandates and charter law. Ratio or proportion of ethnic children, then, are a direct result of the "draw" of the lottery.

I. Financial Audit

Operating a fiscally strong school is critical to the success of *Literacy First Charter School*. The administrative team works diligently to ensure this. For the past seven years LFCS has enjoyed a strong financial situation. The administrative staff makes every effort to ensure that each and every tax dollar is spent effectively, particularly in a manner that serves students well and proves responsible as stewards of tax dollars. *See Appendix D for the detailed audit.*

J. Suspension & Expulsion

Basically because of the nature, size, age and support of our parents, students' behavior is a minimal issue. Parents as partners are quick to respond to students that demonstrate poor behavior. The school emphasis on character education provides many opportunities for practicing good citizenship and positive actions towards one another. Our staff is clear that character education is not only taught but caught. Therefore, adults demonstrating good character are imperative. Our experience has been that if a child should continually demonstrate poor behavior and parents are not receptive to the LFCS expectation of behavior, they voluntarily withdraw their student to avoid possible negative corrective action. This may have occurred no more than two times.

K. Retirement

Certificated staff participates in the State Teachers Retirement System. Full time Classified Employees and part time Classified Employees who exceed 1000 hours per school year participate in the California Public Employees Retirement System.

L. Attendance Alternative

This option is only exercised to the extent that students may go on vacation or be out for extended periods of time due to illness. In these cases, independent study contracts have been arranged per our Board guidelines and allowed. Student contracts are returned and verified. Our audit reflects positively on our treatment of these issues.

M. Description of Employee Rights

Our formal teacher evaluation procedure continued to be used this year. A complete evaluation package including a rubric and self evaluation, as well as a timeline for expectations are included in this process. This year all new staff members and some veteran teachers were formally evaluated. Certificated staff participated in an annual "self review". This review was used to determine staff satisfaction, both in the workplace, professionally and educationally. The teachers of LFCS understand that they are their own collective bargaining unit. Our "above and beyond" program continued this year, allowing our staff leadership opportunities outside of their general contractual duties. This allows staff to perform additional duties based on a method of "merit pay" system as funding allowed. This system has proved to be positive. Informal teacher observations are done throughout the year as part of the collaborative team building of LFCS. A parent survey also provided input as to parent satisfaction with the school in general and their child's teacher specifically. Overwhelmingly the feedback was positive. LFCS has a unique team approach where staff has easy access to the administration at all times. Additionally, staff opinion and input is welcome and easily offered. Problem solving as a staff is seen as part of building an excellent reform model on behalf of all involved, including staff, parents and students alike.

N. Dispute Resolution

There has been no need to refer to this section of the charter for 2009-2010.

O. Labor Relations

LFCS has developed a relationship with the California Charter School Association's Joint Powers Authority through which liability and workers compensation are secured. CCSA has partnered with LFCS in the purchase of benefits packages for our staff. Our staff is more than satisfied with all benefits and our salary packages. This year the staff salary schedule remained the same as 2008-2009 with an additional bonus paid mid year of 3% per criteria established by the LFCS Board for bonus income.

In the LFCS Parent Survey, parents indicated a 99% satisfaction rating with the Overall programs of Literacy First Charter School

Our school lunch program is provided by the Grossmont Union High School District Food Services Department in accordance with state and federal guidelines. LFCS contracts with Grossmont Union School District for transportation as well as outside transportation carriers when Grossmont Buses are not available for school field trips. The staff and administrative team work diligently to maintain a strong and deliberately successful program. Each year our programs are analyzed and modifications made as deemed necessary. This year some of the areas that we have purposed to address are: 1) Penmanship quality decrease between 3rd and 4th grade. This problem was addressed by starting and after school "John Hancock" club for slow progress. In addition a practice packet was sent home at the end of the year to be returned to the new 4th grade teacher. This was very successful. Penmanship quality significantly has improved over past years.

2) Test scores discrepancy between 5th and 6th grade. While our test scores are high in both grades, 5th grade has very high scores. We have noticed however, that the same students, the following year, while still scoring well, score significantly lower than they did the previous year, in 6th grade. Significant gains were accomplished with 6th grade scores in 2010 over prior years. The team has worked to analyze the reasons and work to see if a solution can be discovered. This is ongoing presently. Because of the diverse cultural mix at LFCS, making sure that we are culturally "tuned in" is very important. Finding ways to "get our message out" to our language and culturally different families is an ongoing challenge. Our offices are staffed with individuals that speak a variety of languages so issue of miscommunication may be minimalized. Additionally, as needed, school materials are translated to ensure maximum communication. We work hard at making sure we are doing all that we can to connect with all of our families regardless of language or culture.

In summary, as a ninth year charter during the school year 2009-2010, LFCS staff, students and parents experienced another great year. The excitement of growth, good test scores, incredible parent participation and achieving students, makes LFCS an electric place for all involved. It is an environment in which all parties are affirmed and happy to serve.

Literacy First Charter School continues to be a place where because parents matter, character counts, and teachers care... children thrive!

Appendix A

School Calendar

Literacy First Charter Schools, Inc Calendar

August 24, 2009 – June 24, 2010

8:00 – 3:15 – PA

8:10 – 3:25 – JA

8:00 – 11:20 – AM Kinders

11:55 – 3:15 – PM Kinders

Beginning of the Year Parent Orientation (parents only)

August 18 – Parent Orientation @ 6:30 – All Liberty Students K-6

*August 19 – Parent Orientation @ 6:30 – All Literacy Students K-8
(mandatory for all parents)*

Kindergarten Get Acquainted – August 21st @ 3:30

4th grade Orientation August 21st @ 3:30 (mandatory for all 4th grade students)

CALENDAR

Student Attendance Dates

Quarters – Beginning and Ending Dates

1st Quarter	August 24 – October 20
2nd Quarter	October 21 – January 19
3rd Quarter	January 20 – March 31
4th Quarter	April 1 – June 24

H – Holidays and School Breaks

Labor Day	September 7, 2009
1 st Qtr. Break	October 26 – October 30, 2009
Veteran's Day	November 11
Thanksgiving Break	November 25 – 27, 2009
Christmas Break	December 21 – January 1, 2010
Martin Luther King	January 18, 2010
2 nd Quarter Recess	February 12 – 15, 2010
Easter Break	April 5 – April 9, 2010
3 rd Quarter Break	May 24 – May 31, 2010

M – Modified Days
School Dismissed
11:30@ PA
11:45 @ JA

First and third Fridays or as noted:
9/4, 9/18, 10/2, 10/16, 11/6, 11/20, 12/4, 12/18, 1/15,
2/5, 2/19, 3/5, 3/19, 4/16, 5/7, 5/21, 6/4, 6/18, 6/24

M – Modified Days
Parent Conferences
Professional Growth
School Dismissed
11:30 PA; 11:45 JA

October 21-23
January 20-22
April 1-2

Special Events

Back to School Nights: 9/15 – LFCS PA & Liberty PA
9/17 – LFCS JA & Liberty High School
Spring Open Houses: 3/23 – LFCS PA & Liberty PA
3/25 – LFCS PA & Liberty PA
DC Trip (8th grade) 3/14 – 3/20

Appendix B
(Test Data)

Performance - Annual Measurable Objectives				
2010 Schoolwide English/Language Arts Percent Proficient or Above				68.2%
All subgroups met <u>AMOs</u> in English/Language Arts?				Yes
2010 Schoolwide Math Percent Proficient or Above				79.5%
All subgroups met AMOs in Math?				Yes
Participation Rates				
2010 Schoolwide English/Language Arts Participation Rate				99.0%
All subgroups met Participation Rate in English/Language Arts?				Yes
2010 Schoolwide Math Participation Rate				100.0%
All subgroups met Participation Rate in Math?				Yes
Additional Indicator(s)				
2010 Growth API				870
Met API Growth indicator target?				Yes
Program Improvement - Title I				
School placed in Program Improvement?				No
Level of Program Improvement				N/A
Note: N/A indicates information is not available or not applicable.				
Subgroup Performance and Participation				
Student Subgroups	Annual Measurable Objectives (AMOs)			
	% Proficient and Above		% Participation	
	English/Language Arts (50.0% Target)	Mathematics (55.0% Target)	English/Language Arts (95% Target)	Mathematics (95% Target)
White (not of Hispanic Origin- Includes the Arabic EL population)	68.5	78.2	99	100
Socio-economically Disadvantaged	53.7	66.0	99	100
English Learner	50.9	56.1	100	100

Appendix C ***(CELDT Test Scores)***

California English Language Development Test

Literacy First Charter School

2009-2010

Annual Assessment - All Students

Grades	1	2	3	4	5	6	7	8	Total
Number and Percent of Students at Each Overall Performance Level									
Advanced	3 10.0%	1 5.0%	4 13.0%	8 32.0%	8 38.0%	6 60.0%	4 40.0%	0 0.0%	34 9.0%
Early Advanced	7 24.0%	6 27.0%	7 23.0%	7 28.0%	9 43.0%	3 30.0%	6 60.0%	3 100.0%	48 36.0%
Intermediate	16 55.0%	9 41.0%	12 40.0%	8 32.0%	3 14.0%	1 10.0%	0 0.0%	0 0.0%	49 44.0%
Early Intermediate	3 10.0%	6 27.0%	6 20.0%	2 8.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	17 10.0%
Beginning	0 0.0%	0 0.0%	1 3.0%	0 0.0%	1 5.0%	0 0.0%	0 0.0%	0 0.0%	2 0.0%
Number Tested	29 100.0%	22 100.0%	30 100.0%	25 100.0%	*21 100.0%	10 100.0%	10 100.0%	3 100.0%	150 100.0%
Listening	442.1	480.4	488.2	585.9	585.9	593.7	654.2	584.0	
Speaking	448.4	505.0	518.0	577.2	577.2	611.2	627.4	586.7	
Reading		455.9	491.6	549.1	549.1	597.8	577.9	587.3	
Writing		465.8	501.3	549.7	549.7	578.5	573.5	573.0	

The CELDT test is administered in the school year by Oct.31. Any second language student that enrolls after that time is tested upon entry if CELDT has not been administered at their previous school.

*Starting in 4th grade students are considered for reclassification if they meet the necessary criteria as established by our EL Master Plan. Note the number of EL students begin to decline after the 4th grade.

Appendix D

(Audit)

The auditor's site work is complete and the 2009-2010 Annual Audit will be ready for review at the convenience of SDCOE staff. We anticipate meeting with Victoria Carreon and Linda Visnick at their earliest convenience.

Appendix E

(Parent Survey)

DIRECTIONS FOR MARKING TEST SHEET

- Use only No. 2 pencil.
- Make heavy black marks that completely fill the circle.
- Erase completely any marks you wish to change.
- Make NO stray marks on this sheet.

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

Superintendent of Schools, Department of Education, San Diego County

GENERAL PURPOSE SURVEY

NAME _____

Literacy First Charter Schools, Inc. Parent Survey

For questions 1-34: Please answer the following questions using the scale of **1 being the worst** and **5 being the best**.
For questions 35-42 (1= yes; 2= no; N/A=not applicable)

FACILITY

1. To what level does the school facility meet the needs of students? 1 ^{Y N}
1 2 3 4 5
2. To what level is my child(ren)'s classroom set up in a way that encourages learning? 2 ^{Y N}
1 2 3 4 5
3. To what level does the play yard allow my child(ren) to have an enriched break time? 3 ^{Y N}
1 2 3 4 5
4. To what level do I feel that my child(ren) are safe and secure while on campus? 4 ^{Y N}
1 2 3 4 5
5. To what level does the facility feel like a clean and cared for environment? 5 ^{Y N}
1 2 3 4 5

EDUCATIONAL PROGRAM

6. To what level do the books used in the classroom meet my child(ren)'s needs? 6 ^{Y N}
1 2 3 4 5
7. To what level do I feel my child(ren) has thrived this school year? 7 ^{Y N}
1 2 3 4 5
8. To what level have the materials used in the classroom seemed appropriate and engaging? 8 ^{Y N}
1 2 3 4 5
9. To what level does the curriculum used meet the mission statement of the LFCS charter? 9 ^{Y N}
1 2 3 4 5
10. To what level are you pleased with the educational program, curriculum and materials used? 10 ^{Y N}
1 2 3 4 5

NON CLASSROOM STAFF

11. To what level has the non classroom staff been accommodating and supportive of my child(ren)? 11 ^{Y N}
1 2 3 4 5
12. To what level are the lunch and other programs (fundraising, uniform exchange, etc.) parent friendly? 12 ^{Y N}
1 2 3 4 5
13. To what level has the non classroom staff been fair and professional when dealing with me? 13 ^{Y N}
1 2 3 4 5
14. To what level have my child(ren) been cared for and supported? 14 ^{Y N}
1 2 3 4 5
15. To what level do I feel my questions and concerns are heard? 15 ^{Y N}
1 2 3 4 5

TEACHERS

16. To what level is your child's teacher competent to teach his/her grade level this year? 16 ^{Y N}
1 2 3 4 5
17. To what level does your child(ren)'s teacher provide an engaging and appropriate learning environment? 17 ^{Y N}
1 2 3 4 5
18. To what level does your child feel valued by his/her teacher? 18 ^{Y N}
1 2 3 4 5
19. To what extent does your child(ren)'s teacher effectively communicate through newsletters and /or progress reports? 19 ^{Y N}
1 2 3 4 5
20. To what level does my child(ren)'s teacher meet the educational needs of my child? 20 ^{Y N}
1 2 3 4 5

COMMUNICATION

21. To what level has the school made an effort to communicate with me on a regular basis? 21 ^{Y N}
1 2 3 4 5
22. To what level do I feel that the communication I receive is professional, timely, and appropriate? 22 ^{Y N}
1 2 3 4 5
23. To what level do I appreciate receiving weekly newsletters from the school? 23 ^{Y N}
1 2 3 4 5

FIELD TRIPS

24. To what level have the field trips been enriching and beneficial to my child(ren)'s education? 24 ^{Y N}
1 2 3 4 5

25. To what level have the field trips' cost been reasonable? 25 **Y N**
 1 2 3 4 5
26. To what level is my child(ren) excited about being able to go on field trips? 26 **Y N**
 1 2 3 4 5
27. To what level was I able to participate in at least one field trip with my child(ren) this year? 27 **Y N**
 1 2 3 4 5

TECHNOLOGY

28. To what level do I feel technology is an important part of my child's education? 28 **Y N**
 1 2 3 4 5
29. To what extent has your child had the opportunity to use computers as a part of his/her classroom education? 29 **Y N**
 1 2 3 4 5
30. To what level do you feel that technology has enhanced and enriched your child's education?..... 30 **Y N**
 1 2 3 4 5
31. To what extent has your child used, at home, the programs and techniques learned at school? 31 **Y N**
 1 2 3 4 5

EXTRA ACTIVITIES

32. The extra activities are an important part of LFCS. (1= yes; 2= no)..... 32 **Y N**
 (Fall Fair, Olympics, Patriotic Parade, Teas, Rad Dads, Etc.)
 1 2 3 4 5
33. List event(s) you attended _____ 33 **Y N**

34. To what level was the fund raiser for field trip transportation a success? 34 **Y N**
 1 2 3 4 5
35. I am able to participate in my child's classroom activities at times during the school day . (1= yes; 2= no) 35 **Y N**
 1 2 3 4 5
36. I have attended at least one of the school activities this year: Parent Team Meeting, Olympics, Art Auctions,
 Patriotic Parade, Mother's Day Tea, Dad's Day event, School Fair, Other (1= yes; 2= no) 36 **Y N**
 1 2 3 4 5
37. I have a child/ren attending the Primary Academy (1= yes; 2= no) 37 **Y N**
 1 2 3 4 5
38. I have a child/ren attending the Junior Academy (1=yes; 2= no). 38 **Y N**
 1 2 3 4 5
39. I have a child/ren attending Liberty High School (1=yes; 2= no)..... 39 **Y N**
 1 2 3 4 5
40. I have a child/ren that is attending Liberty Academy (1=yes; 2= no)..... 40 **Y N**
 1 2 3 4 5
41. I have a child/ren attending more than one LFCS School (1=yes; 2= no)..... 41 **Y N**
 1 2 3 4 5
42. My level of overall satisfaction with Literacy First Charter Schools, Inc. is 42 **Y N**
 1 2 3 4 5
- 43 **Y N**
 1 2 3 4 5

(Optional)

Name _____ 44 **Y N**
 1 2 3 4 5

Child(ren) in Grades _____ 45 **Y N**
 1 2 3 4 5

