

Family First Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Paul Guzman, Executive Director

Principal, Family First Charter

About Our School

Family First Charter School - New Opportunities Organization - Who We Are and What We Do

Our Mission:

Family First Charter School provides disenfranchised and at-risk populations the training for academic, college and career readiness, social and emotional skills required for obtaining work skills and successful participation or reentry to society as effective, participating and productive citizens.

By providing programs relevant to the identified needs of disenfranchised individuals, our mission is to break the cycles of recidivism and failure.

What we do:

Family First Charter School

- is a California public charter school (tuition-free, authorized by CA State Board of Ed)
- has obtained several grants including: WIOA Title II: Education and Family Literacy, Public Charter Schools Grant Program, and CTEIG
- is WASC accredited (initial 3-year approval, visits recurring in Spring of 2017)
- offers a full slate of high school subjects and electives (from remedial to college prep)
- is staffed by California credential-holding teachers
- participates in the ASAM (Alternative Schools Accountability Model) for California
- requires all graduates to pass a test comparable to the formerly-administered CAHSEE
- targets disenfranchised adults in jail or elsewhere in the community, while open to all
- operates in partnership with its local Workforce Investment Board
- offers job placement, re-entry and counseling services to its students as needed
- creates an individualized learning plan for every student based on individual needs
- works with each other in a consortium model to meet needs of all students

Who we serve:

Most high schools in America have an age-out provision - after 18 or through 21 if continuously enrolled. However, California Education Code 47612.1 allows for schools to serve students of any age if

- (1) Students are actively pursuing a high school diploma and
- (2) School operates in partnership with one of four programs:
 - federal Workforce Investment & Opportunities Act Boards
 - federal Youth Build programs
 - federal Job Corps programs

- California Conservation Corps

Family First Charter is a high school that targets students who are 18 and over. Our average student is 30 years old and has been to about three or four schools or other programs before coming to us. Figuring out what classes are needed to move a student toward graduation is a task in which all team members play a role. Grade levels are assigned based on prior classes and credits completed, and students are encouraged to finish the California minimum courses required for graduation.

How and Why We Started:

- Our predecessor and model, Five Keys Charter School, formed in 2003 as partnership between educators and San Francisco Sheriff's Dept. About 7 years later, we proposed a partnership with the Los Angeles Sheriff's Department (LASD) for the Los Angeles County jails to serve student inmates so they could earn high school diplomas and learn job skills.
- Four years ago (2013) Centinela Valley Union High School District partnered with the South Bay Workforce Investment Board (SBWIB) to open two manageably-sized charter schools (up to 500 students each) to work both with LASD inmates as well as community members in partnership with the WIB.

Where We Operate:

Jail-based Locations

- Lynwood Women's Jail (FFCS)
- This program serves approximately 150 inmates with a team of 6 teachers, one TA, and one support staff per site. Ethnicity is very diverse, representing the rainbow of Los Angeles. In our classes you will see inmates from practically every racial background: African American, Hispanic, Asian-American, and White.
- Students in our jail-based programs are either awaiting trial (this can take up to 3 years), have been sentenced to county jail time (up to a year), or (and this is the majority of our students) have been sentenced to State Prison time but are doing their time in the LA County jails due to overcrowding at the State Prisons.

Community Locations

- Lawndale (FFCS)
- Inglewood (NOCS)
- East Los Angeles (NOCS)
- Downtown Los Angeles (Homeboy Industries) (NOCS)
- In addition to our programs in the jail, we offer a program in Lawndale, where students can pursue high school diplomas through Independent Studies programs. At some of those sites students can also take free classes in ESL, Computer Literacy, Math Basics, and Language Arts basics.

How We Operate:

- Students generally attend class five days per week for six hours each day. About half of this time is spent doing "whole group" instruction while the other half is spent doing "independent work" so that students can do the work they need at their own individual levels to move ahead and be successful. Literature and Math are taught, along history, science, art, life skills, and many other elective classes.
- We have a full set of curriculum to serve students at all skill levels. We have ESL and ELD programs, basic reading, writing, and math programs, a baseline high-school program, and a full college prep high-school program.
- Some students who are unable to attend class for 30-hours per week are offered an opportunity to participate in Independent Studies programs where they do all of their work independently and see a teacher once or twice weekly to take tests and have work checked.

Contact

Family First Charter
 4953 Marine Ave.
 Lawndale, CA 90260-1250

Phone: 310-355-0001
 E-mail: guzmanp@centinela.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Centinela Valley Union High
Phone Number	(310) 263-3200
Superintendent	Gregory O'Brien
E-mail Address	obrieng@centinela.k12.ca.us
Web Site	www.centinela.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Family First Charter
Street	4953 Marine Ave.
City, State, Zip	Lawndale, Ca, 90260-1250
Phone Number	310-355-0001
Principal	Paul Guzman, Executive Director
E-mail Address	guzmanp@centinela.k12.ca.us
County-District-School (CDS) Code	19643520128488

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

MISSION STATEMENT

Our Mission at Family First Charter is to provide the at risk adult, former inmate, and disenfranchised population the training for academic, vocational and social skills required for obtaining work, entry into college and or re-entry to society as effective, participating and productive citizens. By providing programs relevant to the identified needs of adults, our mission is to provide a chance at an abundant future and or to break the cycle of recidivism and failure.

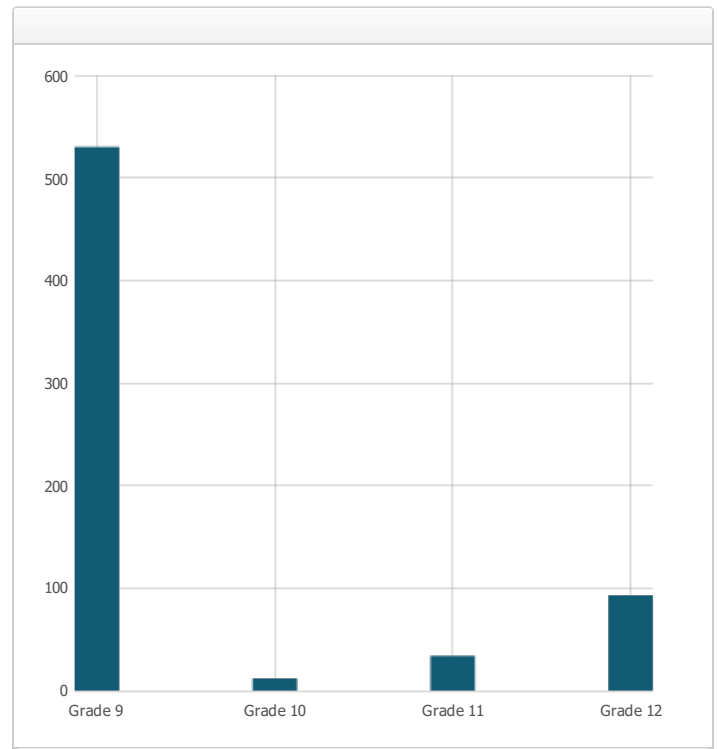
VISION AND PURPOSE

Family First Charter School's responsibility is to service adults who have been released from prison, are on probation or who have fallen victim to extenuating circumstances. We service the at risk population. Our purpose is to reengage this population to be contributing citizens and to reduce recidivism and failure. Our belief at Family First Charter School is to educate over incarcerate. The schoolwide learner outcomes stress attainment of the academic standards as we offer our students preparation classes to make sure they are on the path to success. We want our student to gain the confidence they need to further their education and do well in the workforce.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	530
Grade 10	12
Grade 11	34
Grade 12	93
Total Enrollment	669



Last updated: 2/1/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	14.5 %
American Indian or Alaska Native	0.4 %
Asian	1.6 %
Filipino	1.3 %
Hispanic or Latino	73.2 %
Native Hawaiian or Pacific Islander	1.0 %
White	6.0 %
Two or More Races	1.2 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	14.3 %
English Learners	40.1 %
Students with Disabilities	0.0 %
Foster Youth	0.4 %

Last updated: 2/1/2017

A. Conditions of Learning

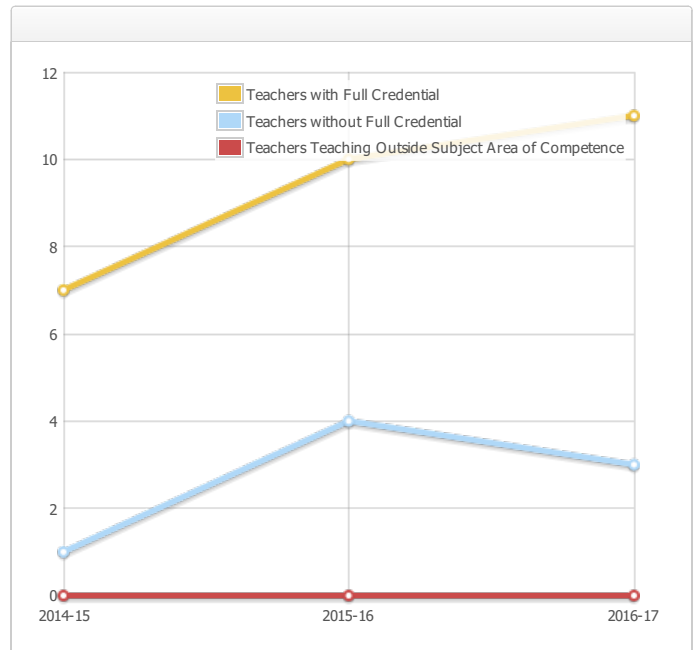
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	10	11	
Without Full Credential	1	4	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	89.0%	11.0%
High-Poverty Schools in District	88.0%	12.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

School Facility Conditions and Planned Improvements

At all Family First Charter sites, students are provided with access to safe, clean and adequate facilities. The procedures for ensuring a proper learning environment differ between our facilities. The school facilities located at CRDF are maintained by LASD. At CRDF we have less control over the conditions of the learning environment as we are "guests" in Los Angeles County Jail. Nevertheless, it is clear the safety of the learning environment has been made the top priority. The Los Angeles County Sheriff's Department generously provides space in their jails for us to safely conduct classes, utilize computers and audiovisual equipment for instruction, distribute the necessary instructional material to our students, and securely store teaching supplies.

CRDF: Each school day the Sheriff's Department assigns officers to ensure that all classrooms, hallways, restrooms, and school offices are safe, clean and adequate for all students and staff to use during school hours. Highly-trained deputies and custody assistants diligently work with Family First staff to ensure classes run smoothly. They monitor student behavior, deescalate high-intensity situations between students, supervise student movement to and from class, assist teachers with problem-solving as needed, and see to it that all protocols and procedures are followed when lockdowns and security issues arise. Additionally, all personnel who work in correctional facilities must routinely attend safety and ethics training sessions facilitated by the Sheriff's Department.

Lawndale: At our Lawndale facilities all students are made aware of emergency exits and safety procedures and benefit from the oversight of an on-site security guard. They receive sufficient school supplies required for academic success, and have access to clean, well-organized, distraction-free classrooms, and functioning computer labs. All facilities are maintained in good repair and comply with the Americans with Disabilities Act.

Last updated: 2/1/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Since we are a school that primarily serves students that are 18 years old and older, we speak about family involvement rather than parent involvement. While we don't have something similar to a traditional Parent Teacher Association, we highly value opportunities to involve families in nurturing and celebrating student success. For example, we have collaborated with family members of incarcerated students to obtain transcripts and Individualized Education Programs (IEP's) from prior schools, create shared expectations, and make arrangements for graduation. On occasion we correspond with family members regarding issues of academic and reentry support for our Inside Students, but only when contact with relatives is deemed appropriate by the Sheriff's Department. We also started a tradition of having an annual family picnic for students and families where we talk with family members and gather input on our programs.

MERIT Continuum. The MERIT Continuum is intended to help former Correctional Facility Students continue their journey of self-transformation once they are released from LA County Jail. Family members are encouraged to participate with their loved ones who attend these meetings. Services offered in these meetings include: job help, family reunification, education, life skills, testimonials by inmates experiencing reentry success, tattoo removal, veterans assistance, homeless assistance, drug programs, and assistance with obtaining a California Identification Card.

State Priority: Pupil Engagement

Last updated: 2/1/2017

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

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

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	43	74	85
Black or African American	22	69	77
American Indian or Alaska Native	50	38	75
Asian	67	88	99
Filipino	0	100	97
Hispanic or Latino	50	79	84
Native Hawaiian or Pacific Islander	0	88	85
White	27	59	87
Two or More Races	100	70	91
Socioeconomically Disadvantaged	48	83	77
English Learners	95	76	51
Students with Disabilities	0	90	68
Foster Youth	--	--	--

D. Other SARC Information

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	316.0
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5811.0	--	\$5811.0	\$64044.0
District	N/A	N/A	\$0.0	\$71245.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$77824.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 2/1/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

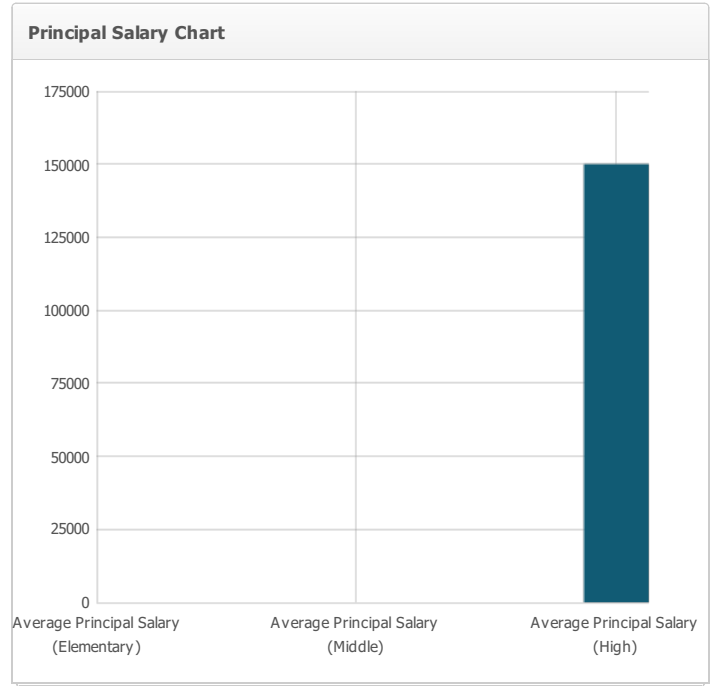
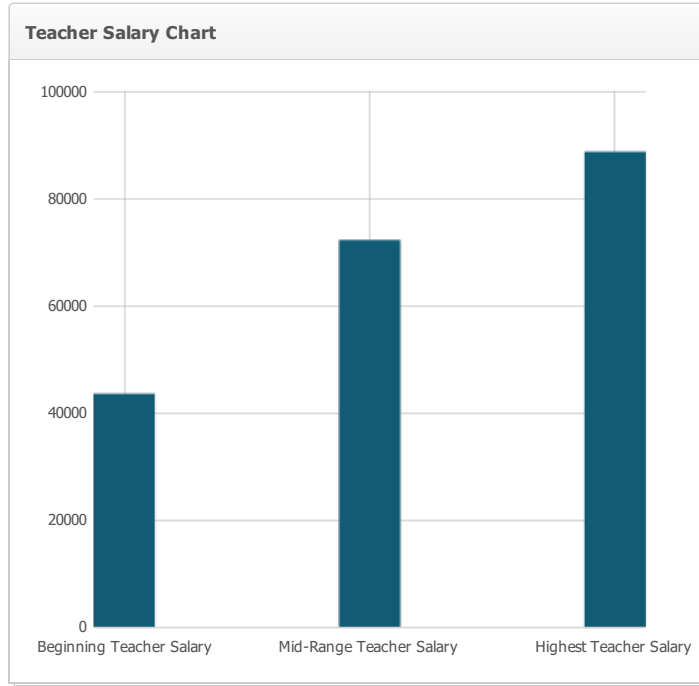
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,523	\$46,184
Mid-Range Teacher Salary	\$72,207	\$75,179
Highest Teacher Salary	\$88,688	\$96,169
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$124,243
Average Principal Salary (High)	\$150,008	\$137,939
Superintendent Salary	\$193,950	\$217,637
Percent of Budget for Teacher Salaries	29.0%	35.0%

Percent of Budget for Administrative Salaries

6.0%

5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/2017

Professional Development

Family First Charter School annually provides an average of eight days of Professional Development for all its instructors and staff to receive training in content areas, instructional approaches, and departmental activities. Topics range from school curriculum, school policy and procedures, student engagement. The staff has also participated in educational conferences on curriculum and instruction. In the 2014-2015 and 2015-2016 academic years all instructors and staff participated in the following professional development programs and activities:

Instructional Strategies and Content Training:

- SDAIE strategies training.
- Special Education (SPED) – following accommodations outlined in a student’s Individualized Education Program (IEP); common strategies for differentiating instruction and providing accommodations for older students who no longer meet the age requirement for SPED services.
- Life Skills Curriculum instructional approaches and content training.
- Blueprint for Workplace Success instructional approaches and content training.
- Achieving TABE Success instructional approaches and content training.
- Core Advantage Math Fluency instructional approaches and content training.

School Planning and Curriculum Development:

- Syllabi development for FFCS high school courses.
- Life Skills curriculum development.
- Schoolwide Learner Outcomes (SLOs) revision.
- Development of unit quizzes/tests and answer keys for multiple courses.

Protocols and Procedures Training:

- “Final Graduation Checks” – protocols and procedures when a student’s final class is being taken.
- Graduation Road Map training – how to evaluate transcripts.
- Homeroom Teachers roles and responsibilities.
- CPR and First Aid certification.
- Independent Study Program training for teachers and support staff.
- Mandated Reporter training.
- Jail Safety Orientations and Ethical Training sessions facilitated by Los Angeles County Sheriff’s Department.
- PowerSchool training – how to take attendance, print transcripts, etc.
- Microsoft Office 365, OneDrive, and Google Apps (e.g., Docs, Gmail, Calendar) training for improving school-related correspondence, planning and sharing of curriculum, etc.

Assessment Training:

- CASAS training and certification – how to administer Reading/Mathematics Appraisals and Pre/Post-Tests; understanding CASAS student gains.
- California High School Exit Exam (CAHSEE) training and certification – how to administer the English/Language Arts and Mathematics tests.
- HISET teacher orientation and training.
- CAASSP training for site coordinators and teachers on special assignment.
- Edgenuity (formerly e2020) training for teachers – how to use FFCS’ online instruction software interface.
- Teaching for Adult Basic Education (TABE) computer-based instruction training for teachers.
- Guided tour of Brigham Young University (BYU) Independent Study high school curriculum and software.

Other professional development activities:

- Personal Interaction Awareness (self-defense) training.
- Multiple updates and brainstorming sessions pertaining to a variety of topics including but not limited to: WASC, LCAP, School Action Plan, Special Education, ESL/ELD, curriculum, calendar issues, assessments, lesson planning, budgeting.
- Human Resources-related discussions and informational meetings (e.g., health benefits, life insurance, disability insurance, sick leave, employee handbook revisions).

All instructors are encouraged to continue their education and seek opportunities to get additional training beyond our whole-group sessions. Teacher and staff training has been a hallmark program of our first few years as an organization, and surveys show great satisfaction with what was offered. Training continues as a goal for next year.

Last updated: 2/1/2017