

**The Los Feliz Charter School
for the Arts**

**School Accountability Report Card
(SARC)**

2008-2009

Executive Summary School Accountability Report Card, 2008-09

School Los Feliz Charter School for the Arts

Address: 6611 Selma Ave. Los Angeles, Ca 90028-7113
Principal: Karin Newlin

Phone: 323-656-2810
Grade Span: K-3

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

LFCSA is a parent-initiated innovative non-profit public elementary school serving a socio-economically, ethnically and linguistically diverse student population. Our mission is to provide a high quality public education that embraces learning in and through the arts as an integral part of a balanced learning environment. Recognizing the need for quality elementary education extends well beyond the student population we can serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Student Enrollment

Group	Enrollment
Number of students	200
African American	6.50%
American Indian or Alaska Native	%
Asian	4.50%
Filipino	1.50%
Hispanic or Latino	14.50%
Pacific Islander	%
White (not Hispanic)	67.50%
Multiple or No Response	5.50%
Socioeconomically Disadvantaged	21.00%
English Learners	11.00%
Students with Disabilities	8.0%

Teachers

Indicator	Teachers
Teachers with full credential	11
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	%
Mathematics	%
Science	%
History-Social Science	%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	858
Statewide Rank (from 2008 Base API Report)	6*
2009-10 Program Improvement Status (PI Year)	Not in PI

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	NA

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$11,301
District	\$11,301
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	NA

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	NA

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

LAUSD Charter Schools Division (CSD) School Performance Evaluation Fulfillment of Charter

Quality Indicators Rubric:

(4) Accomplished (3) Proficient (2) Developing (1) Unsatisfactory

OVERALL PERFORMANCE: (4) Accomplished

Areas of particular strength:

Modeled after the UCLA Seeds University Elementary School, Los Feliz Charter School for the Arts LFCSA offers an arts-integrated, project-based curriculum with a constructivist approach. Student assessments occurs on an ongoing basis using standard formats for teachers' observations, student portfolios, standardized assessments that include the Woodcock-Johnson and Key Math, and state standardized assessments. One of the areas of teacher development this year has been the introduction of rubrics to inform instruction and this will continue to be a priority as teachers work on consistency in the development and implementation of rubrics.

Students at Los Feliz engage in higher level thinking skills, which is reflected in rich class inquiry and discussions. The charter specifies an identification process for students perceived as gifted with instructional opportunities for students to receive instruction that meets their individual needs. Both in the charter and in practice, Los Feliz provides extensive professional development and teacher support as it strives to strengthen the instructional program with fidelity to its mission.

Areas in need of corrective action: None

Areas recommended for improvement:

Continue to strengthen the writing process through the use of modeled writing.

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Los Feliz Charter School for the Arts	District Name	Los Feliz Charter School for the Arts
Street	6611 Selma Ave.	Phone Number	323-656-2810
City, State, Zip	Los Angeles, CA 90028-7113	Web Site	www.losfelizarts.org
Phone Number	323-656-2810	Superintendent	Karin Newlin
Principal	Karin Newlin	E-mail Address	Karin@losfelizarts.org
E-mail Address	Karin@losfelizarts.org	CDS Code	19-64733-0112235

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

LFCSA is a parent-initiated innovative non-profit public elementary school serving a socio-economically, ethnically and linguistically diverse student population. Our mission is to provide a high quality public education that embraces learning in and through the arts as an integral part of a balanced learning environment. Recognizing the need for quality elementary education extends well beyond the student population we can serve, LFCSA endeavors to become a model school and training facility for best practices in arts-integrated education and professional development.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

The success of our school is directly tied to parent involvement. We want parents to find the volunteer activities that suit and inspire them the most, whether it is a regular volunteer job or for a one time event. We also have many parents on our various committees. LFCSA encourages a minimum of 60 volunteer hours per family each year. That breaks down to just 1.5 hours a week! Many parents volunteer significantly more than that, but every family should fulfill the minimum each year their child attends LFCSA.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	40	Grade 8	0
Grade 1	39	Ungraded Elementary	0
Grade 2	83	Grade 9	0
Grade 3	38	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	200

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	6.50%	White (not Hispanic)	67.50%
American Indian or Alaska Native	%	Multiple or No Response	5.50%
Asian	4.50%	Socioeconomically Disadvantaged	21.00%
Filipino	1.50%	English Learners	11.00%

Hispanic or Latino	14.50%	Students with Disabilities	8.00%
Pacific Islander	%	n/a	n/a

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	4	N/A	N/A	19.5	2	N/A	N/A	20.0	2	N/A	N/A
1	18.5	2	N/A	N/A	19.8	4	N/A	N/A	20.0	2	N/A	N/A
2	N/A	N/A	N/A	N/A	19.5	2	N/A	N/A	20.3	3	1	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.5	1	1	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K-3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

California schools are required to comply with various federal, state, and local regulations dealing with health and safety. In particular, California Education Code (CEC) requires the preparation of comprehensive "safe school plans" dealing with violence prevention, emergency preparedness, crisis intervention, and student and employee safety. LFCSA has a safe school plan volume 1: prevention programs and volume 2: emergency procedures in place which fulfill all legal requirements. We also perform all drills required by the LA County Fire Department and LAUSD.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	2	0	0	0.0	7.2	7.1
Expulsions	0	0	0	-7.7	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

General comments/feedback:

For the 2008-2009 school year Los Feliz shared an LAUSD campus with Selma Elementary School. The campus is maintained by LAUSD. The school will re-post the legal notices and secure chemicals, paint, and cleaning materials.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			N/A
Interior: Interior Surfaces	n/a	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			N/A
Electrical: Electrical	n/a	X			N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			N/A
Safety: Fire Safety, Hazardous Materials	n/a	X			N/A
Structural: Structural Damage, Roofs	n/a	X			N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			N/A
Overall Rating		X			n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	6	8	11	34116
Without Full Credential	0	1	0	1348
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the

beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	n/a	n/a
Library Media Teacher (librarian)	n/a	n/a
Library Media Services Staff (paraprofessional)	n/a	n/a
Psychologist	1	n/a
Social Worker	n/a	n/a
Nurse	1	n/a
Speech/Language/Hearing Specialist	1	n/a
Resource Specialist (non-teaching)	1	n/a
Other	2	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Good, Free, Available	0%
Mathematics	Good, Free, Available	0%
Science	Good, Free, Available	0%
History-Social Science	Good, Free, Available	0%
Foreign Language	Good, Free, Available	0%
Health	Good, Free, Available	0%
Visual and Performing Arts	Good, Free, Available	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$12,216	\$1,106	\$11,110	\$48,125
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a	<i>Data provided by the LEA</i>	
State	n/a	n/a	\$5,512	\$67,049
Percent Difference – School Site and State	n/a	n/a	<i>Data provided by the LEA</i>	

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The school's special education program is support by the special education funding it receives. The school also provides lunches to all students with the support of the National School Lunch Program. The school provides an exceptional arts program that is supplemented by the Arts & Music Block Grant.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,643	\$42,065
Mid-Range Teacher Salary	\$50,335	\$67,109
Highest Teacher Salary	\$55,824	\$86,293
Average Principal Salary (Elementary)	\$100,000	\$107,115
Average Principal Salary (Middle)	\$117,632	\$112,279
Average Principal Salary (High)	\$120,447	\$122,532
Superintendent Salary	\$100,000	\$216,356
Percent of Budget for Teacher Salaries	36.90 %	39.40 %
Percent of Budget for Administrative Salaries	5.60 %	5.50 %

IX. Student Performance

LAUSD Charter Schools Division (CSD) School Performance Evaluation Summary and Conclusion Students Achievement and Educational Performance Date of Visit: February 19, 2009

Areas of particular strength:

Teachers received a week of professional development with a focus on Reader's and Writer's Workshop and the use of guiding questions, math, project-based learning, and grade-level planning. In most classrooms, the use of guiding questions was evident across the subjects. There is a large ecological science emphasis, including the development of gardens and recycling programs. A contracted math consultant, David Hendry, works with staff on the implementation of an alternative math program through LAUSD Local District 4 as well as the teacher resources from a state-adopted text, with the key focus areas of automaticity and place value. The school is just beginning the implementation of a supplemental math program, MIND Institute, which was the result of a \$17,500 grant. The school also integrates the arts into the curriculum with the guidance of supplemental teachers, including an art specialist, full-time physical education teacher, and music instruction provided by the Assistant Principal who utilizes the Yamaha music program with 10 student keyboards. Some individual students signed up for a class on the use of media in the elementary school, part of which was provided by instructors from USC's education and film school. As a result, some classes have developed their own grade-level websites and they are infusing technology into the curriculum.

The school is to be commended for its commitment to literacy and the access it provides students by the purchase of the equivalent of 120 leveled books per student of books that are organized to align with units.

The extensive analysis of disaggregated CST scores the principal presented to parents and staff was commendable for both its clarity and specificity. An unusual finding became evident, which was that the students performed higher on the critical thinking skills in the areas of reading and math than they did on the foundational skills.

Teachers engage in standards-based curriculum planning for the four major areas per week and submit their plans to the administrators who provide feedback. As part of their professional development, the use of "kid-watching" has been the basis for teachers' observations during the visual arts and drama instruction, a process that has now been transferred to observations within their classrooms. It has been noted that students readily ask higher level questions and determine how to resolve problems.

Areas in need of corrective action: None

Areas recommended for improvement:

Ensure that those who volunteer on campus have TB clearances just as students and staff do. Increase the use of modeled writing as a component of the writing process and expand the development and use of rubrics.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	N/A	46	65	N/A	35	38	N/A	46	50
Mathematics	N/A	49	72	N/A	35	37	N/A	43	46
Science	N/A	0	0	N/A	36	38	N/A	46	50
History-Social Science	N/A	0	0	N/A	24	29	N/A	36	41

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	39	48		
Pacific Islander				
White (not Hispanic)	72	78		
Male	68	80		
Female	62	64		
Economically Disadvantaged	35	35		
English Learners	38	38		
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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	2006	2007	2008
Statewide			6*
Similar Schools			N/A

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	B	81	858
African American	N/A			
American Indian or Alaska Native	N/A			
Asian	N/A			
Filipino	N/A			
Hispanic or Latino	N/A			
Pacific Islander	N/A			
White (not Hispanic)	N/A			885
Socioeconomically Disadvantaged	N/A			
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Number of Schools Currently in Program Improvement	n/a	n/a
Percent of Schools Currently in Program Improvement	n/a	n/a

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		n/a
English		n/a
Fine and Performing Arts		n/a
Foreign Language		n/a
Mathematics		n/a
Science		n/a
Social Science		n/a
All courses		

XII. 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.

During the 2006-2007 school year, fourteen full days and fifteen one and one-half hour professional development sessions were provided for the staff. During the summer, prior to the opening of school, five full day sessions to introduce teachers to the LFCSA approach to instruction in Reading and Language Arts were presented. Five additional days focused on Mathematics, Project-based Learning, Arts Integration and Classroom Management Strategies. Four pupil-free days, during the school year, were **dedicated** to professional development designed to follow-up with more in-depth training in the above-mentioned curricular areas as well as sessions in Instructional Design, Lesson Planning, and Cool Tools, a school-wide conflict resolution program. One hour of the professional development sessions was devoted to working with autistic students.

During the 2007-2008 school year, teachers received three days of summer professional development to extend their knowledge of Readers' & Writers' Workshop and writing across the curriculum and five days to create project-based units of study, mathematics and Thinking Maps. Four pupil-free days and four Saturdays during the year, the staff attended the Critical Thinking Institute at Seeds University Elementary School, UCLA. Additionally, teachers participated in weekly after-school workshops to begin the process of curriculum mapping. Ten two hour workshops focused on helping the staff acquire new strategies in building collaborative learning environments, school culture, various forms of assessment and record keeping, and the creative use of building blocks.

In 2008-2009, the staff participated in an intensive eight-day summer institute conducted by LFCSA administrators, instructional coaches and teaching specialists. Five of the days were used to acquaint five new teachers and provide extension and review for the five returning faculty members on our school-wide approach Readers/Writers approach to literacy, a manipulative approach to mathematics and to standards-based curriculum, instruction, and assessment planning. Two additional days introduced the staff to programs, resources, and materials adopted school-wide and to working in grade level teams to develop an understanding of clear expectations for teaching and learning. One day was devoted to training in the research-based

mathematics program from the Mind Institute, UC Irvine. In addition, a national math consultant provided a professional development in the area of mathematics, which included an in-depth review of the current LFCSA math program and a review of specific teaching strategies to be used in the delivery of the mathematics curriculum. The same mathematics consultant provided, four, three-hour professional development sessions focused on specific grade level programs. Ten two hour professional development programs presented topics related to specifics of the school's visual arts integration approach, genres of writing, health, safety, and special education programs.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4					
Reading 2007, Grade 8					
Mathematics 2009, Grade 4					
Mathematics 2009, Grade 8					

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate	National Participation Rate
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	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4				
Reading 2007, Grade 8				
Mathematics 2009, Grade 4				
Mathematics 2009, Grade 8				

