

# Executive Summary School Accountability Report Card, 2007-08

## *Los Feliz Charter School through the Arts*

**Address:** 1265 N. Fairfax Ave. West Hollywood, CA 90046 **Phone:** (323) 656-2810  
**Principal:** Karin Newlin **Grade Span:** Kindergarten through Second Grade

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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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**

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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**

<b>Group</b>	<b>Enrollment</b>
Number of students	153
African American	7.19%
American Indian or Alaska Native	.65%
Asian	6.54%
Filipino	2.61%
Hispanic or Latino	13.07%
Pacific Islander	0%
White (not Hispanic)	65.36%
Multiple or No Response	4.58%
Socioeconomically Disadvantaged	18%
English Learners	11.4%
Students with Disabilities	14.5%

### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	8
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

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On April 11, 2008 Charter Division staff members Joyce Johnson, Coordinator, Charter Schools Division conducted a day-long site review at Los Feliz Charter School Through the Arts. The fiscal review was completed by Portia Ilagan, Fiscal Services Manager, on April 28, 2008. The purpose of the review was to assess to what extent the school is adhering to the terms of its charter petition, which was granted on June 13, 2006. This report will become part of the charter school's record and will help inform the Board of Education when considering renewal of the charter. The Charter Schools Division Coordinator met with Karin Newlin, Principal, and Nancy Martorelli, Assistant Principal. The principal and coordinator also toured the site, visited classrooms and reviewed key documents to assess adherence to the charter in the following three areas:

1. Instructional Program
  2. Operations
  3. Fiscal Management
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### Repairs Needed

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- Continue to improve the rigor of lessons and interactions across all grades and classes.
- Maintain an annual Asbestos Plan, as required. Post the Legal Notices for employees and the current health certificate from the caterer.
- Ensure all employees have current TB clearances and DOJ clearances and that teachers have the appropriate California credential prior to working.
- Submit the annual School Self-Review Checklist on the 30<sup>th</sup> day of the school year and ensure compliance with the Modified Consent Decree.
- Clarify the name of the school and use the same name consistently.
- Create an annual School Accountability Report Card.
- Review methods used in projecting revenue and expenditures.
- Improve attendance reporting to LAUSD. Schools are provided by LAUSD with a Calendar of Reports indicating when reports are due for submission.
- Comply with insurance requirements in a timely manner.

### Corrective Actions Taken or Planned

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- Improved rigor of lessons and interactions across all grades and classes.
- Maintained annual Asbestos Plan. The Legal Notices and the current health certificate are posted for employees.
- All employees have current TB clearances and DOJ clearances and all teachers have the appropriate California credential prior to working.
- Annual School Self-Review Checklist submitted on the 30<sup>th</sup> day of the school year. Compliant with the Modified Consent Decree.
- Name of school clarified and the same name is used consistently.
- Annual School Accountability Report Card created.
- Methods used in projecting revenue and expenditures reviewed.
- Improved attendance reporting to LAUSD.
- Insurance requirements complied with in a timely manner.

## 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)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$11,301
District	\$11,301
State	\$5,300

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	46%
Mathematics	49%
Science	N/A
History-Social Science	N/A

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	777
Statewide Rank (from 2007 Base API Report)	728
2008-09 Program Improvement Status (PI Year)	Not in PI

## School Completion

Indicator	Result
Graduation Rate	N/A

## Postsecondary Preparation

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

# School Accountability Report Card Reported for School Year 2007-08

*Published During 2008-09*

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 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 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

### Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Los Feliz Charter School through the Arts	<b>District Name</b>	Los Feliz Charter School through the Arts
<b>Street</b>	1265 N. Fairfax Ave.	<b>Phone Number</b>	(323)656-2810
<b>City, State, Zip</b>	West Hollywood, CA 90046	<b>Web Site</b>	<a href="http://www.losfelizarts.org">http://www.losfelizarts.org</a>
<b>Phone Number</b>	(323) 656-2810	<b>Superintendent</b>	Karin Newlin
<b>Principal</b>	Karin Newlin	<b>E-mail Address</b>	Karin@losfelizarts.org
<b>E-mail Address</b>	Karin@losfelizarts.org	<b>CDS Code</b>	196-473-3011-2235

### School Description and Mission Statement (School Year 2007-08)

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 2007-08)

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 requires 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 must fulfill the minimum each year their child attends LFCSA.



### III. School Climate

#### [School Safety Plan \(School Year 2007-08\)](#)

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 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	N/A	2	0	N/A	2	0
<b>Expulsions</b>	N/A	0	0	N/A	0	0

### IV. School Facilities

#### [School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

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:**

Los Feliz is a beautiful, well-maintained facility that has been regularly upgraded by parents and staff. The school will re-post the legal notices and secure chemicals, paint, and cleaning materials.

#### [School Facility Good Repair Status \(School Year 2008-09\)](#)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Gas Leaks</b>	X			N/A
<b>Mechanical Systems</b>	X			N/A
<b>Windows/Doors/Gates (interior and exterior)</b>	X			N/A
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X			N/A
<b>Hazardous Materials (interior and exterior)</b>	X			N/A
<b>Structural Damage</b>	X			N/A
<b>Fire Safety</b>	X			N/A
<b>Electrical (interior and exterior)</b>	X			N/A
<b>Pest/Vermin Infestation</b>	X			N/A
<b>Drinking Fountains (inside and outside)</b>	X			N/A
<b>Restrooms</b>	X			N/A
<b>Sewer</b>	X			N/A
<b>Playground/School Grounds</b>	X			N/A
<b>Roofs</b>	X			N/A
<b>Overall Cleanliness</b>	X			N/A

#### [Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	X			

## 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 *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
<b>With Full Credential</b>	N/A	5	8	8
<b>Without Full Credential</b>	N/A	1	1	1
<b>Teaching Outside Subject Area of Competence</b>	N/A	0	0	0

### 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	2006-07	2007-08	2008-09
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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. More information on teacher qualifications required under NCLB can be found at the NCLB 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
<b>This School</b>	N/A (no title 1 supported program)	N/A (no title 1 supported program)
<b>All Schools in District</b>	N/A (no title 1 supported program)	N/A (no title 1 supported program)
<b>High-Poverty Schools in District</b>	N/A	N/A
<b>Low-Poverty Schools in District</b>	N/A	N/A

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

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
<b>Academic Counselor</b>	N/A	N/A
<b>Library Media Teacher (Librarian)</b>	N/A	N/A
<b>Library Media Services Staff (paraprofessional)</b>	N/A	N/A
<b>Psychologist</b>	1	N/A
<b>Social Worker</b>	N/A	N/A
<b>Nurse</b>	1	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist (non-teaching)</b>	1	N/A
<b>Occupational Therapist</b>	2	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

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 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 2006-07)

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$11,768	\$467	\$11,301	\$44,643
District	\$11,768	\$467	\$11,301	\$44,643
Percent Difference – School Site and District	0%	0%	0%	0%
State	N/A	N/A	\$5,300	\$65,008
Percent Difference – School Site and State	N/A	N/A	213%	69%

### Types of Services Funded (Fiscal Year 2007-08)

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 2006-07)

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. Detailed information regarding salaries may be found on the Certificated Salaries and 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	\$39,788	\$40,721
Mid-Range Teacher Salary	\$63,553	\$65,190
Highest Teacher Salary	\$78,906	\$84,151
Average Principal Salary (Elementary)	\$70,734	\$104,476

Average Principal Salary (Middle)	N/A	\$108,527
Average Principal Salary (High)	N/A	\$119,210
Superintendent Salary	N/A	\$210,769
Percent of Budget for Teacher Salaries	24.5%	39.9%
Percent of Budget for Administrative Salaries	12.27%	5.5%

## IX. Student Performance

### California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

*Note: Scores are not shown when the number of students tested is 10 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.*

### CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	N/A	N/A	46%	N/A	N/A	46%	42%	43%	46%
Mathematics	N/A	N/A	49%	N/A	N/A	49%	40%	40%	43%
Science	N/A	N/A	N/A	N/A	N/A	N/A	35%	38%	46%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36%

### CST 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	17%	50%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	84%	100%	N/A	N/A
Filipino	0%	0%	N/A	N/A
Hispanic or Latino	14%	0%	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	58%	53%	N/A	N/A
Male	57%	67%	N/A	N/A
Female	33%	28%	N/A	N/A
Economically Disadvantaged	13%	25%	N/A	N/A
English Learners	46%	49%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

### California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the 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 10 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 Healthy Fitness Zones
5	N/A
7	N/A
9	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 API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	7	6	N/A
Similar Schools	9	7	N/A

### API Changes 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
	2005-06	2006-07	2007-08	2008
All Students at the School	N/A	N/A	B	777
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	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 English-language arts (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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria (School Year 2007-08)

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.

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Overall</b>	Yes	Yes
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	N/A

### Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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 AYP Web page at

<http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not in PI	Not in PI
<b>First Year of Program Improvement</b>	N/A	N/A
<b>Year in Program Improvement</b>	N/A	N/A
<b>Number of Schools Currently in Program Improvement</b>	N/A	N/A
<b>Percent of Schools Currently in Program Improvement</b>	N/A	N/A

## **XI. 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 three hour professional development session 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 2007-2008, 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.