

Los Feliz Charter School for the Arts

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	Los Feliz Charter School for the Arts
Street	2709 East Media Center Dr.
City, State, Zip	Los Angeles, Ca, 90065
Phone Number	323-539-2810
Principal	Linda Lee, Executive Director/Principal
E-mail Address	linda@lofelizarts.org
Web Site	www.lofelizarts.org
County-District-School (CDS) Code	19647330112235

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 4/27/2015

School Description and Mission Statement (Most Recent Year)

Mission:

To engage children in an inspiring, challenging, and civically active educational experience that embraces learning through the arts.

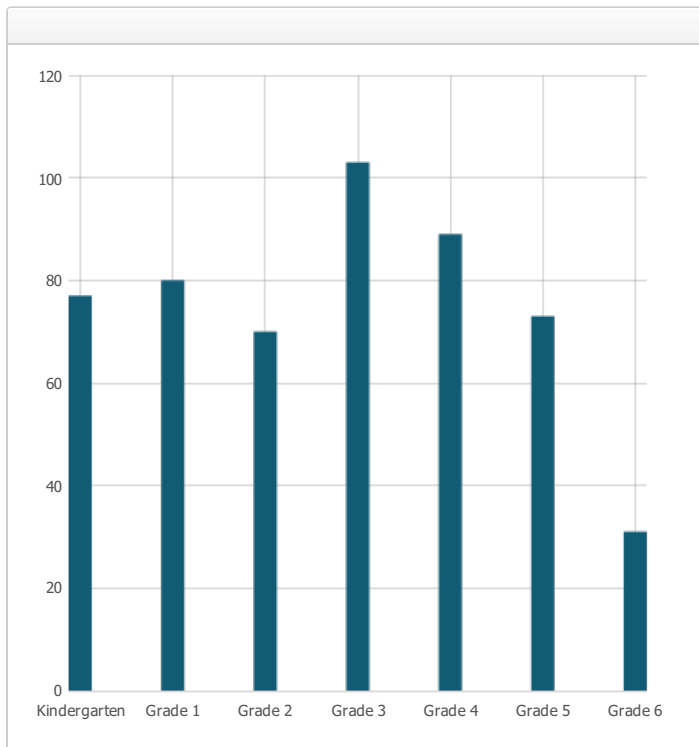
Vision:

Los Feliz Charter School for the Arts is a place where students, teachers, parents, and the community collaborate to create a nurturing and inspiring learning environment where students can develop academic and life skills through creativity, inquiry, investigation, and reflection. Our arts integrated curriculum nurtures curiosity, confidence, collaboration, resilience, and civic engagement, enabling students to approach learning in different ways. Through project-based, constructivist learning, students are able to take risks and be actively engaged in their learning experience. In addition, LFCSA endeavors to become a model arts integration school and training facility that shares best practices and impacts our educational system and community.

Last updated: 4/27/2015

Student Enrollment by Grade Level (School Year 2013-14)

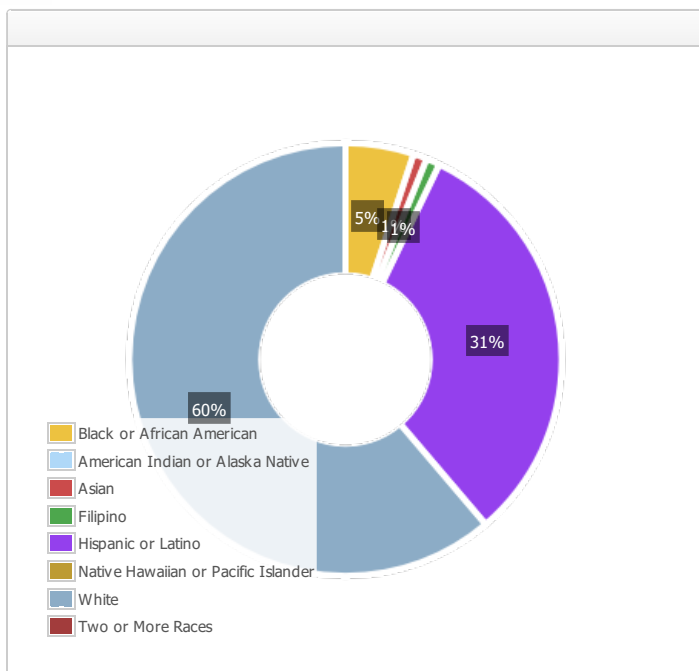
Grade Level	Number of Students
Kindergarten	77
Grade 1	80
Grade 2	70
Grade 3	103
Grade 4	89
Grade 5	73
Grade 6	31
Total Enrollment	523



Last updated: 4/27/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.4
Asian	1.0
Filipino	1.0
Hispanic or Latino	31.4
Native Hawaiian or Pacific Islander	0.8
White	60.0
Two or More Races	0.0
Socioeconomically Disadvantaged	27.2
English Learners	6.7
Students with Disabilities	7.3



Last updated: 4/27/2015

A. Conditions of Learning

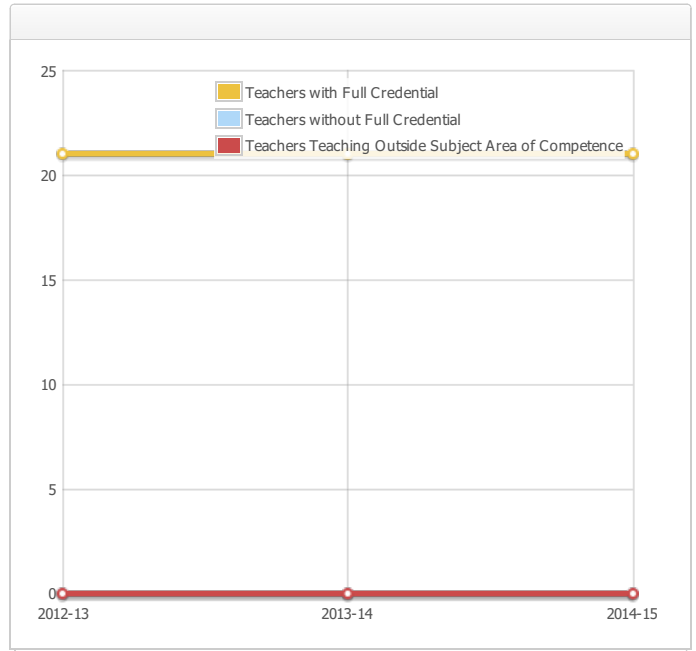
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

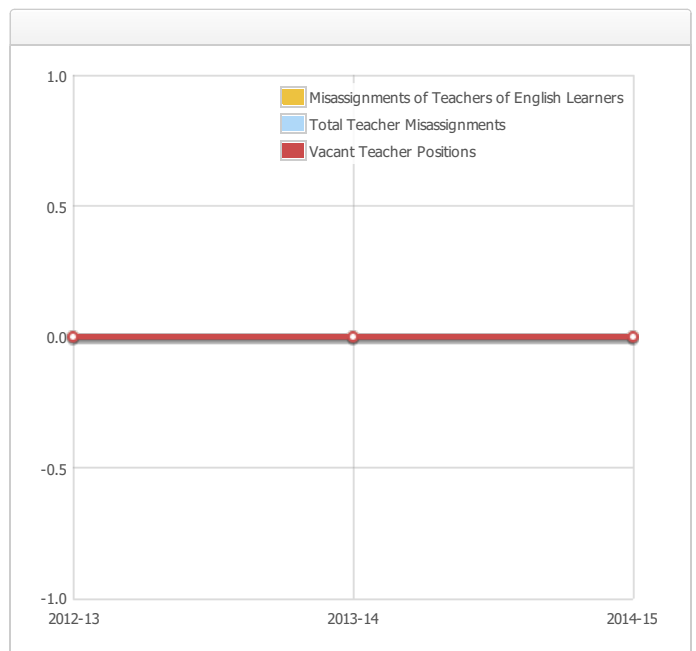
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	21	21	21	21
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 4/27/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 4/27/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Readers & Writers Workshop	Yes	0.0
Mathematics	Envision Math	Yes	0.0
Science	Full Option Science System	No	0.0
History-Social Science	Standards-based; integrated with Different Ways of Knowing & Scottish Storyline	No	0.0
Foreign Language	n/a		0.0
Health	Standards-based; integrated into the core curriculum		0.0
Visual and Performing Arts	Standards-based; integrated into the core curriculum.		0.0
Science Lab Eqpmt(9-12)	n/a		0.0

Last updated: 4/27/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Using the Facility Inspection Tool, the school has been found to be in good condition for safety, cleanliness, and adequacy of the school facility. The school conducts regular building checks, and has a process for reporting repair needs.

Last updated: 4/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 4/27/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	84	66	85	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

Last updated: 4/27/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	85
Male	92
Female	77
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	
White	90
Two or More Races	
Socioeconomically Disadvantaged	75
English Learners	
Students with Disabilities	75
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

accuracy or to protect student privacy.

Last updated: 4/27/2015

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	71%	63%	67%	44%	48%	47%	54%	56%	55%
Mathematics	63%	62%	63%	43%	44%	45%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 4/27/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	7	7	7
Similar Schools	2	1	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 4/27/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-22	-3	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		1	-19
Native Hawaiian or Pacific Islander			
White	-11	-14	0
Two or More Races			
Socioeconomically Disadvantaged		8	-12
English Learners			
Students with Disabilities			

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

Last updated: 4/27/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	4.2%	20.8%	72.2%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Last updated: 4/27/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

Parents have many opportunities to become involved with the school: serving on the Board of Directors, School Site Council, various school committees (e.g. Build, Outreach, Fundraising), classroom volunteering, and input via annual feedback survey & LCAP review.

LFCSA conducts a minimum of six family events per year (e.g. Dialogues with the Principal, Back to School Nights, New Family Orientation; Learning Celebrations); Weekly News Blasts; Weekly Classroom Newsletters; and Two Parent-Teacher conferences.

State Priority: Pupil Engagement

Last updated: 4/27/2015

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

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

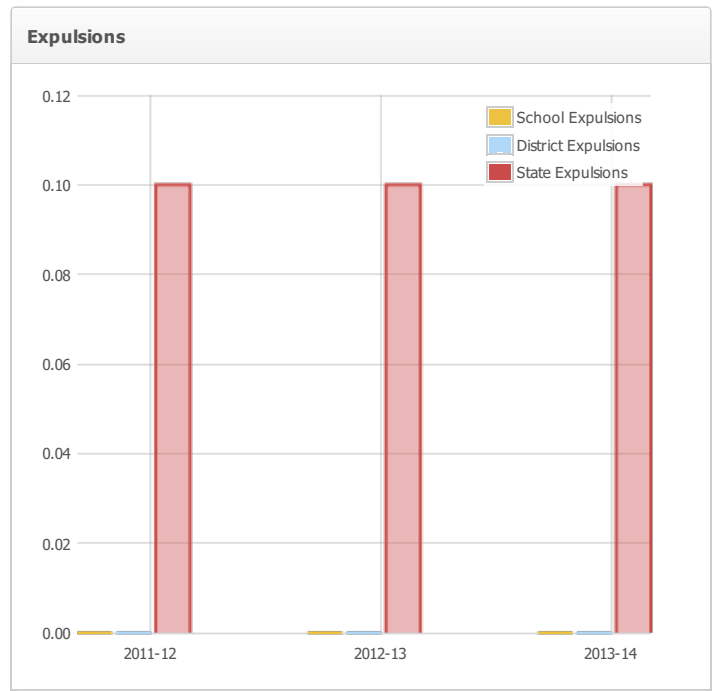
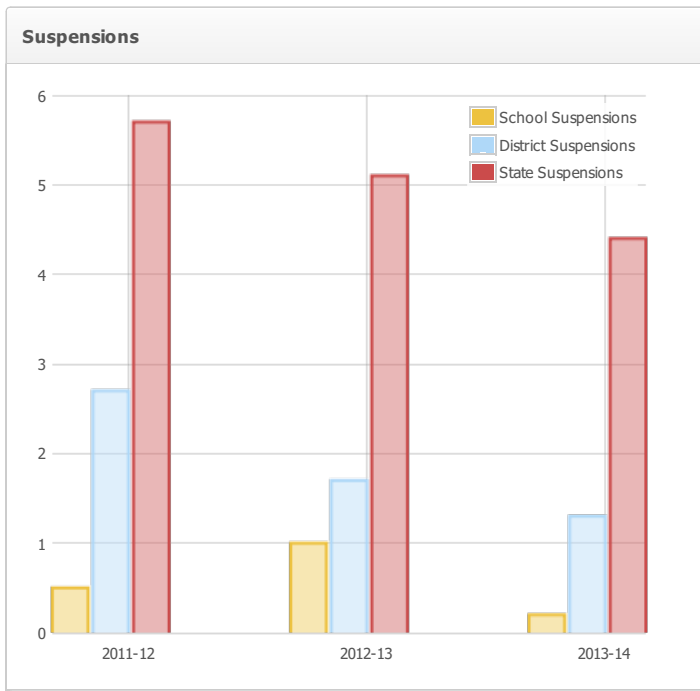
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.50	1.00	0.20	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 4/27/2015

School Safety Plan - Most Recent Year

LFCSA's Safe School plan address the areas of emergency procedures, facility information, prevention programs, and records reflecting regular safety drills. This plan is annually reviewed, and the School Emergency Response Teams (SERT) are updated annually.

Last updated: 4/27/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

Last updated: 4/27/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement *	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 4/27/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				27.0	11	2		26.0		3		
1				27.0	7			27.0		3		
2				27.0	12	1		23.0		3		
3				23.0	14			26.0		4		
4				24.0	11			22.0		4		
5				24.0	10			24.0		3		
6				15.0	4			31.0		1		
Other												

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

Last updated: 4/27/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		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	0.3	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		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: 4/27/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,414	\$1,339	\$8,074	\$54,293
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 4/27/2015

Types of Services Funded (Fiscal Year 2013-14)

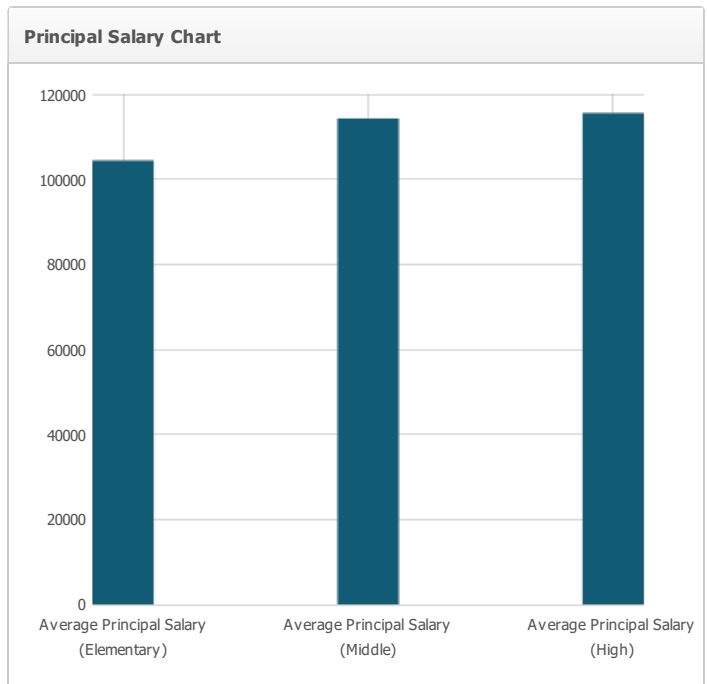
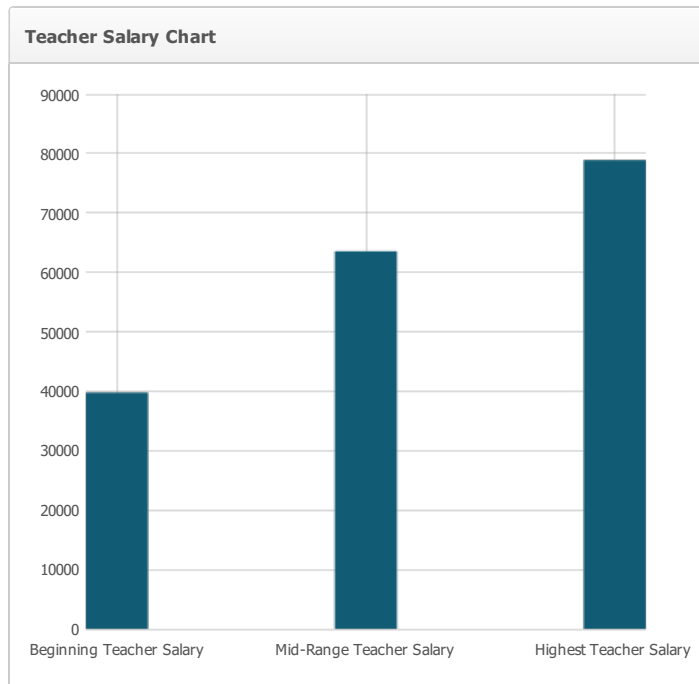
LFCSA has a partnership with USC for interns to support counseling needs. In addition, we are providing supplemental educational services to students with the highest needs.

Last updated: 4/27/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	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: 4/27/2015

Professional Development – Most Recent Three Years

LFCSA provides teachers with 5 days of professional development prior to the start of the school year. In addition, for the 2013-2014 school year, we also included 4 pupil free days for professional development and have begun to bank time on a weekly basis. Teachers are also given extra planning days to develop interdisciplinary units as needed. Review of progress is determined through classroom observations, review of lesson/units, peer study groups, teacher evaluations, S.M.A.R.T. goals, and grade-level team reflections.

Major areas of focus based on student achievement data:

- Common Core State Standards Integration: Mathematical Practices
- Art Integration: Mission and Vision work
- Interdisciplinary Curriculum Design: Scottish Storyline
- Using data to inform instruction: S.M.A.R.T. goals

Last updated: 4/27/2015