# Larchmont Charter School

## Kristin Droege, Head K-8 Cathy Belcher, Head 9-12
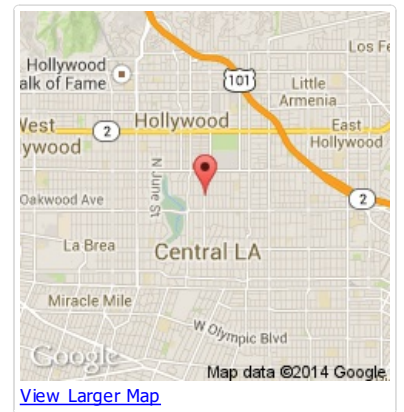
📍 Principal, Larchmont Charter School

**About Our School**

**Contact**

*444 North Larchmont Boulevard, #207*
*Los Angeles, CA*
*90004*

*Phone: 323-380-7893*
*E-mail: [kristin.droege@larchmontcharter.org](mailto:kristin.droege@larchmontcharter.org)*



View Larger Map

# Data and Access

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

# About This School

## Contact Information (School Year 2012-13)

| School | |
|---|---|
| **School Name** | Larchmont Charter School |
| **Street** | 444 North Larchmont Boulevard, #207 |
| **City, State, Zip** | Los Angeles, Ca, 90004 |
| **Phone Number** | 323-380-7893 |
| **Principal** | Kristin Droege, Head K-8 Cathy Belcher, Head 9-12 |
| **E-mail Address** | kristin.droege@larchmontcharter.org |
| **County-District-School (CDS) Code** | 19647330108928 |

| District | |
|---|---|
| **District Name** | Los Angeles Unified |
| **Phone Number** | (213) 241-1000 |
| **Web Site** | www.lausd.net |
| **Superintendent First Name** | John |
| **Superintendent Last Name** | Deasy |
| **E-mail Address** | john.deasy@lausd.net |

*Last updated: 3/8/2014*

## School Description and Mission Statement (School Year 2012-13)

The mission of Larchmont Charter School is to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit.

*Last updated: 3/8/2014*

## Opportunities for Parental Involvement (School Year 2012-13)

Larchmont Charter School ("the School") is committed to excellence in education and

providing a safe and nurturing environment for our children. We encourage and expect

the dedicated support of our parents to continue to achieve this goal. The School counts

on all our families to contribute to ensuring an excellent educational experience for our

students.

Parents are partners in schooling by virtue of their role as the central provider and

overseer of their child's learning and development. Parents are expected to be

actively involved in all aspects of their children's education. One of the most important

things we can do for children is to allow them to see parents and teachers working

together. This helps children realize that there is a bond between home, community,

and school.  Additionally, parents who work with the School come to understand their

child's education better. Research clearly shows that student achievement and school

success is positively impacted by parent involvement.

Parent involvement can take many forms including, participation in decision making at

the School; representation on committees and groups; and involvement in the School

and classroom programs. Parent participation contributes to better outcomes for all

students; enables the School to respond more effectively to student and family values;

develops a partnership between parents and teachers; and enhances the strength and

vibrancy of our school.

*Policy*

**Participation from the entire community**

Family participation and community involvement in the educational process is essential

to our mission. All parents are encouraged to volunteer 50 hours per school year (75

hours per year if they have more than one child at the School) to support the growth

and development of the School. Volunteer participation will not impact any decisions

regarding admissions, continued enrollment, class placement or participation in any

school-sponsored activities. We seek to work with students, faculty, staff, and parents in

providing a high quality education for our students.

**General Volunteer Guidelines**

Hours requested of families are to assist in the operation of the School by completing

tasks that are directly or indirectly related to the School program under the direction of

school staff and/or volunteer coordinators to meet the needs of students.  Parents may

choose from a variety of tasks and activities. Tasks can be shared with other family

members and/or a friend provided that adherence to the Volunteer and Visitor Policy is

followed. There may also be tasks that can be completed at home and/or during non-

school hours. Also subject to the Volunteer and Visitor Policy, the classroom teacher

has full discretion as to their use of volunteers and the time and duration of in-class

volunteer participation.

Classroom volunteers are there to benefit the entire class and are not in class solely

for the benefit of their own child. Classroom volunteers must follow the instructions

provided by the classroom teacher. Classroom rules also apply to parent volunteers to

ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the

direction of the teacher the volunteer may leave their volunteer position for that day.

Information gained by volunteers regarding individual students (e.g. academic

performance or behavior) is to be maintained in strict confidentiality. Questions or

comments concerning a child's academic performance or behavior must be done in a

separate meeting between parent and teacher, as arranged with the teacher. Student

discipline is to be left to the teacher, even for a parent volunteer's own child, with the

exception of light reminders to students to stay on task.

Parental and community involvement is one area of evaluation for Heads of School's

annual performance.

**Involvement in School Governance**

Per Ed. Code ß 47605 (b)(5)(D) "The governance structure of the school, including, but

not limited to, the process to be followed by the school to ensure parental involvement."

Larchmont Charter School seeks to ensure parent participation by the establishment

of the Larchmont Charter School Site-based Councils, the Larchmont Charter School

Advisory Council and the Larchmont Charter School Site Council.

**Site-based Councils**

The Site-based Councils are the site-based groups designed to assist the School's

leadership in decision making by providing grassroots input from all constituents

regarding issues of budget, scheduling, enrichments, facilities, community outreach,

and more. The parent representatives serve an important role as they are the voice

of the parent community in decision making at the site level and, also, a means to

disseminate information regarding some of the bigger picture issues that interest

our community, such as charter school policy, applicable LAUSD processes, and

state budgetary issues. The K-8 Site-based Councils include at least one parent

representative from each grade level at each site, the site Dean of Students and the

Head of Elementary or Head of Middle. The 9-12 Site-based Council will include the

Head of 9-12 and the Director of College Planning, along with at least one parent

representative from each grade level. Site-based Council positions are nominated

and elected by parents at each site. Nomination and election of Site-based Council

representatives will be completed no later than the end of the first month of the school

year. Positions are open to any parent or guardian of a child entering that grade level for

the 2013-2014 school year. One-year terms will be served.

**Larchmont Charter School Advisory Council**

The Advisory Council (formerly called LCS Council or Principal's Council) will consist of

at least one representative from each of the Site-based Councils and will be chaired by

the Heads of K-8 and 9-12.

The Advisory Council will be the main school-wide venue for parent input on a number

of issues, including, but not limited to:

• Budget priorities and areas of focus

• Annual review of LEA Plan, Single Plan for Student Achievement, School

Accountability Report Card (SARC)

• Outreach, recruitment and volunteering

• Safety, behavior and discipline programs and feedback (i.e. anti-Bullying

programs, No Name Calling week, safety committees, phone trees)

• Room Parents

• Community issues and opportunities (i.e. carpool, fundraising, technology)

• Families shall be notified of their progress toward meeting their volunteer

commitment in the last term of the school year.

In order to serve on the Advisory Council, representatives must be willing and able

to attend regular meetings, which will be held monthly on Thursday evenings from

September through June, and understand and support the charter of the School. It is

also strongly encouraged that representatives routinely attend other parent gatherings

including site-based coffees, parent education sessions, town hall meetings and other

all-school or site-based activities. Advisory Council members may also be asked to

serve as an at-large member of the School Site Council.

**School Site Council**

Pursuant to federal law and California Department of Education policy, the School also

constitutes a School Site Council ("SSC"). The School adheres to the law applicable to

school districts regarding SSC composition, which states, "The SSC shall be composed

of the principal; representatives of teachers selected by teachers at the school; other

school personnel selected by peers at the school; parents of pupils attending the school

selected by such parents; and, in secondary schools, pupils selected by pupils attending

the school."

The School's SSC shall be constituted to ensure parity between (a) the principal,

classroom teachers and other school personnel; (b) equal numbers of parents or

other community members selected by parents, and pupils. Classroom teachers shall

comprise the majority of persons represented under category (a). (Education Code

Section 52852)

Furthermore, Education Code Section 52852 states that parents or community

members on the SSC may not be employed by the School.

The purpose of the SSC to:

1. Measure effectiveness of improvement strategies at the School.

2. Seek input from school advisory committees.

3. Reaffirm or revise school goals.

4. Revise improvement strategies and expenditures.

5. Recommend the approved single plan for student achievement (SPSA) to the

governing board.

6. Monitor implementation of the SPSA.

**Family Meetings**

Family meetings are held at least quarterly, culminating with the State of the School

Address in May. Family meetings include: regular parent meetings, including coffees

with school leaders, parent education seminars, grade-level meetings and Back

to School activities. All families are encouraged to attend these meetings and to

participate in the life of the School.

**Acknowledgement of Policies**

All parents will be required to sign an acknowledgement of the School Handbook, which

will delineate school policies, procedures, and expectations; student behavior codes;

rights and responsibilities; and the parental involvement expectation.

*Last updated: 4/7/2014*

# Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **Alternate Performance Assessment (CAPA)**, includes ELA and 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.
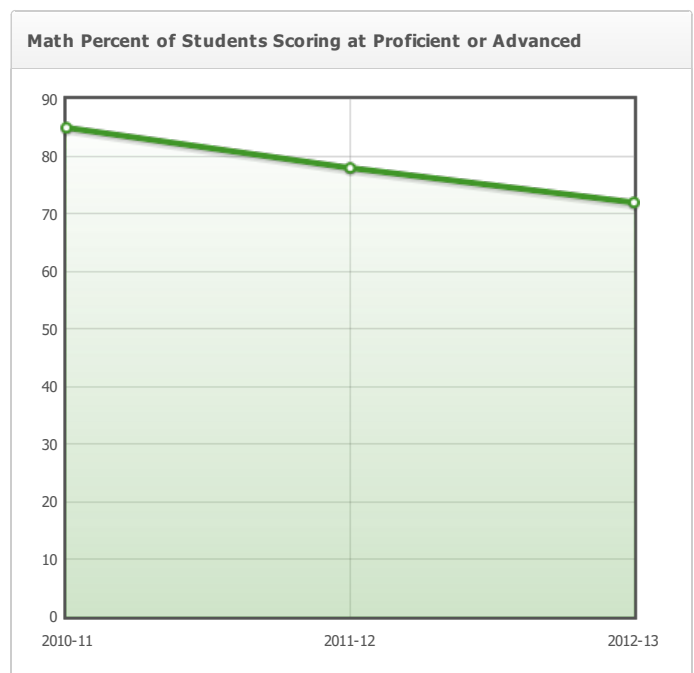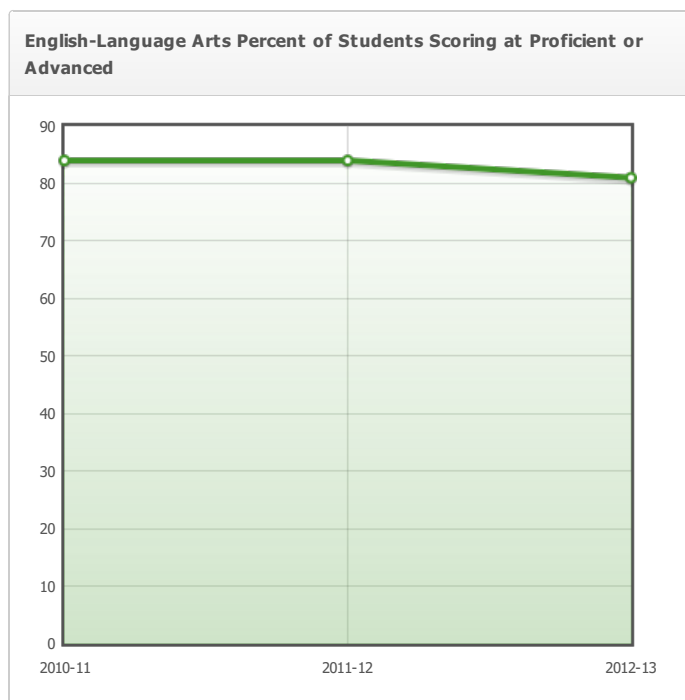
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

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

## Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **School** | | | **District** | | | **State** | | |
| **Subject** | **2010-11** | **2011-12** | **2012-13** | **2010-11** | **2011-12** | **2012-13** | **2010-11** | **2011-12** | **2012-13** |
| English-Language Arts | 84% | 84% | 81% | 44% | 48% | 47% | 54% | 56% | 55% |
| Mathematics | 85% | 78% | 72% | 43% | 44% | 45% | 49% | 50% | 50% |
| Science | 97% | 99% | 95% | 47% | 51% | 52% | 57% | 60% | 59% |
| History-Social Science | N/A | 93% | 68% | 37% | 39% | 40% | 48% | 49% | 49% |

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.

**English-Language Arts Percent of Students Scoring at Proficient or Advanced**



**Math Percent of Students Scoring at Proficient or Advanced**

**Science Percent of Students Scoring at Proficient or Advanced**
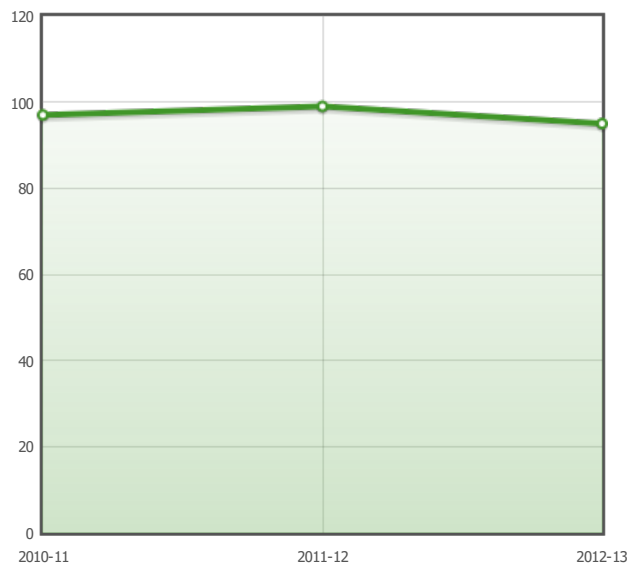


**History Percent of Students Scoring at Proficient or Advanced**
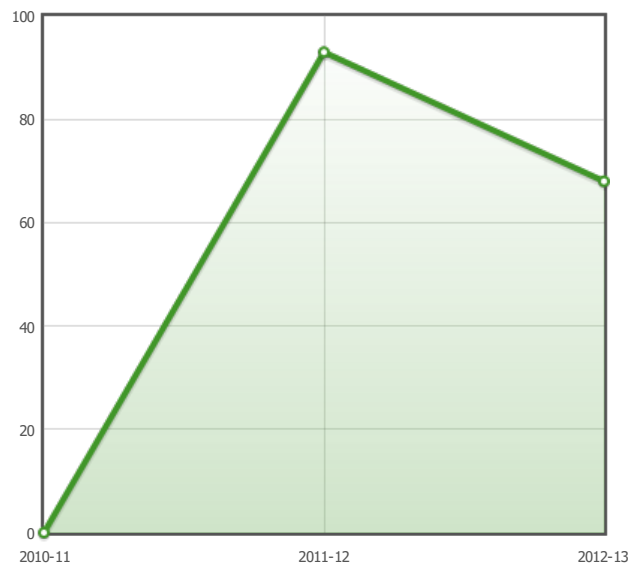


*Last updated: 4/7/2014*

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

| | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|---|---|---|
| Group | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 47% | 45% | 52% | 40% |
| All Students at the School | 81% | 72% | 95% | 68% |
| Male | 80% | 76% | 95% | 76% |
| Female | 83% | 68% | 95% | 62% |
| Black or African American | 65% | 53% | 88% | 46% |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | 93% | 92% | 100% | N/A |
| Filipino | 86% | 86% | N/A | N/A |
| Hispanic or Latino | 62% | 50% | 95% | 47% |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A |
| White | 89% | 79% | 95% | 86% |
| Two or More Races | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 70% | 60% | 92% | 50% |
| English Learners | 27% | 36% | N/A | N/A |
| Students with Disabilities | 62% | 49% | 92% | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A |

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.
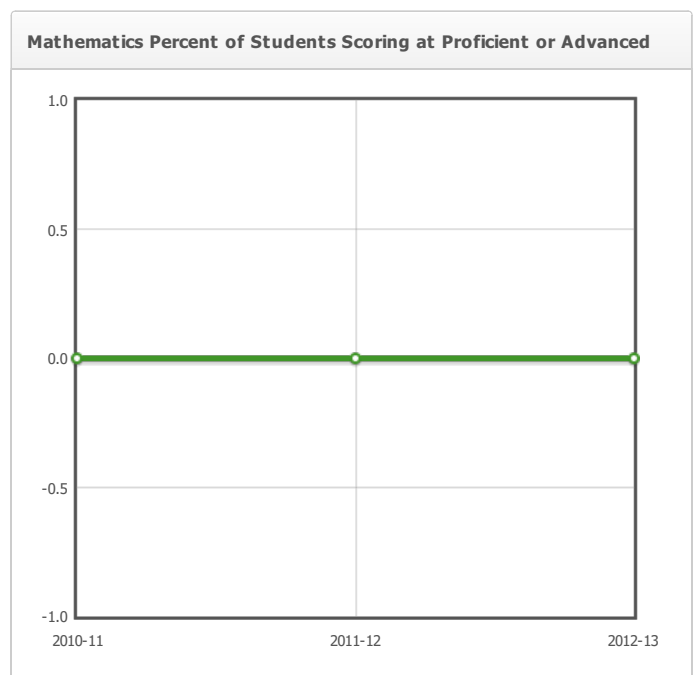
*Last updated: 4/7/2014*

# California High School Exit Examination Results for All Grade Ten Students –

# Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
| Subject | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|---|---|---|---|---|---|
| English-Language Arts | N/A | N/A | N/A | 48% | 45% | 49% | 59% | 56% | 57% |
| Mathematics | N/A | N/A | N/A | 46% | 50% | 54% | 56% | 58% | 60% |

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.
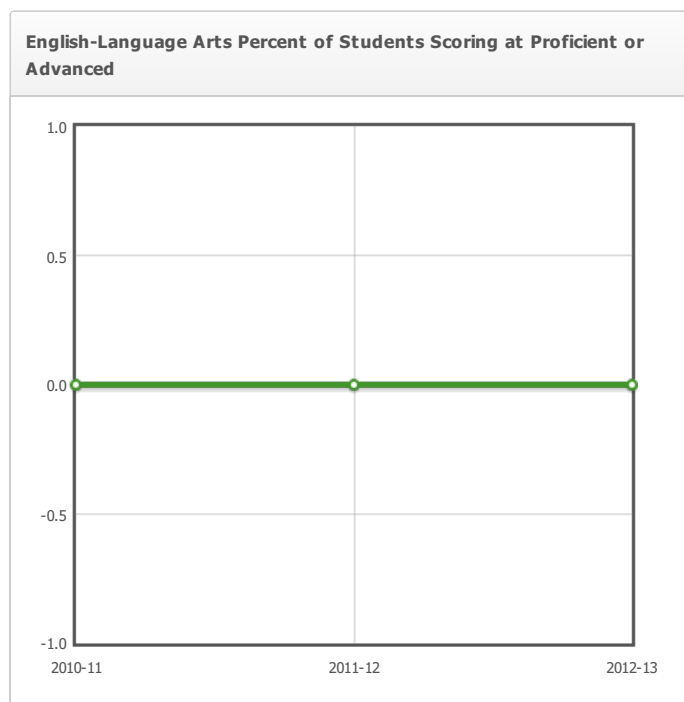
**English-Language Arts Percent of Students Scoring at Proficient or Advanced**



**Mathematics Percent of Students Scoring at Proficient or Advanced**



*Last updated: 4/7/2014*

# California High School Exit Examination Grade Ten Results by Student Group

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 52% | 23% | 25% | 46% | 35% | 19% |
| All Students at the School | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A | N/A |

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: 4/7/2014*

# California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

| Grade level | Percent of Students Meeting Fitness Standards | | |
| --- | --- | --- | --- |
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 7.4% | 22.1% | 61.8% |
| 7 | 14.6% | 33.7% | 31.5% |
| 9 | 15.2% | 21.7% | 19.6% |

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: 4/7/2014*

# Accountability

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

## 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 | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| Statewide | 9 | 10 | 10 |
| Similar Schools | 10 | 10 | 10 |

*Last updated: 4/7/2014*

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

| Group | Actual API Change 2010-11 | Actual API Change 2011-12 | Actual API Change 2012-13 |
|---|---|---|---|
| All Students at the School | 23 | -8 | -14 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | -8 | -12 |
| Native Hawaiian or Pacific Islander | | | |
| White | 20 | -3 | -14 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 21 | -2 | -28 |
| 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: 4/7/2014*

# Academic Performance Index Growth by Student Group — 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

| Group | Number of Students | School | Number of Students | LEA | Number of Students | State |
|---|---|---|---|---|---|---|
| All Students at the School | 526 | 909 | 407,864 | 749 | 4,655,989 | 790 |
| Black or African American | 50 | 849 | 34,995 | 698 | 296,463 | 708 |
| American Indian or Alaska Native | 3 | | 1,557 | 756 | 30,394 | 743 |
| Asian | 84 | 965 | 17,001 | 908 | 406,527 | 906 |
| Filipino | 23 | 954 | 9,841 | 864 | 121,054 | 867 |
| Hispanic or Latino | 113 | 818 | 304,752 | 728 | 2,438,951 | 744 |
| Native Hawaiian or Pacific Islander | 0 | | 1,544 | 786 | 25,351 | 774 |
| White | 251 | 937 | 36,642 | 871 | 1,200,127 | 853 |
| Two or More Races | 2 | | 1,289 | 564 | 125,025 | 824 |
| Socioeconomically Disadvantaged | 214 | 860 | 283,245 | 731 | 2,774,640 | 743 |
| English Learners | 78 | 875 | 162,555 | 706 | 1,482,316 | 721 |
| Students with Disabilities | 64 | 774 | 52,441 | 573 | 527,476 | 615 |

*Last updated: 4/7/2014*

# Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

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

*Last updated: 4/7/2014*

# Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

| Indicator | School | District |
|---|---|---|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2013-2014 | 2010-2011 |
| Year in Program Improvement | Year 1 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 658 |
| Percent of Schools Currently in Program Improvement | N/A | 83.1% |

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 4/7/2014

# School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 66 |
| Grade 1 | 66 |
| Grade 2 | 66 |
| Grade 3 | 66 |
| Grade 4 | 66 |
| Grade 5 | 69 |
| Grade 6 | 86 |
| Grade 7 | 90 |
| Grade 8 | 61 |
| Grade 9 | 43 |
| Total Enrollment | 679 |
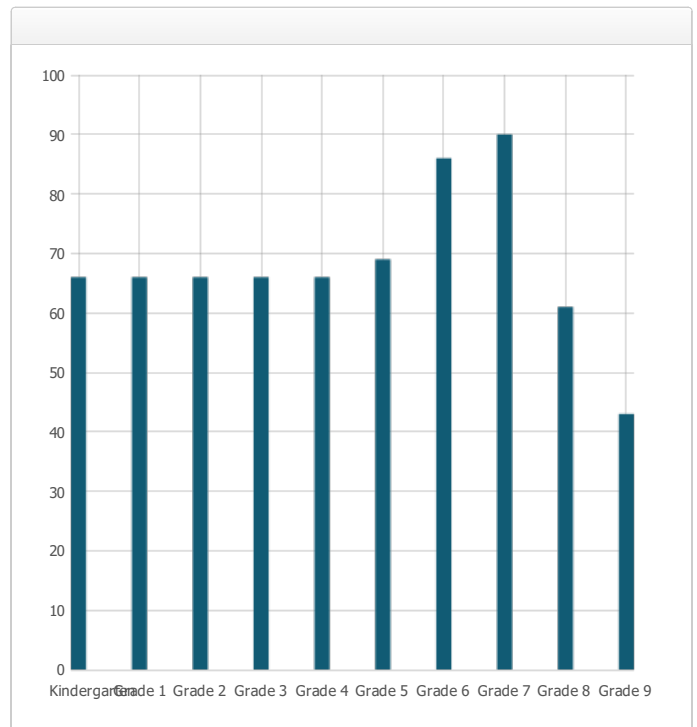


*Last updated: 4/7/2014*

## Student Enrollment by Student Group (School Year 2012-13)

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 8.2 |
| American Indian or Alaska Native | 0.4 |
| Asian | 18.3 |
| Filipino | 3.8 |
| Hispanic or Latino | 22.7 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 46.1 |
| Two or More Races | 0.4 |
| Socioeconomically Disadvantaged | 39.2 |
| English Learners | 15.3 |
| Students with Disabilities | 10.9 |
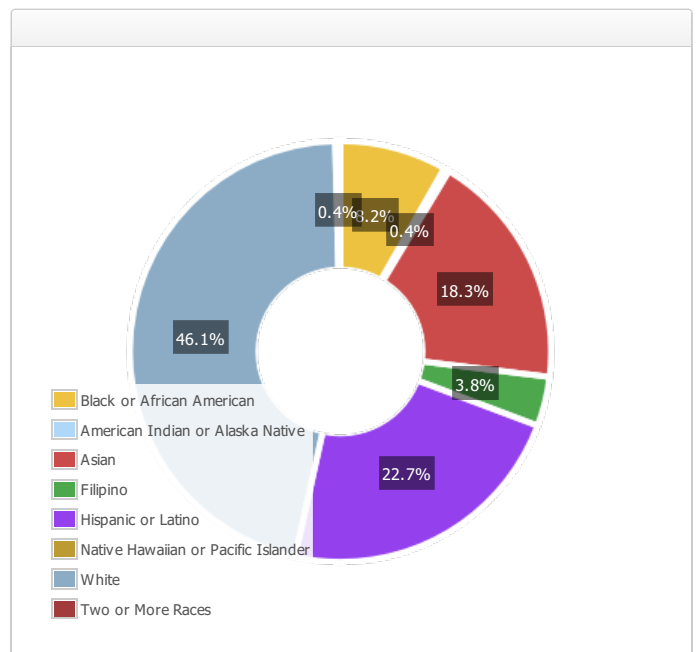


*Last updated: 4/7/2014*

## Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2010-11 Average Class Size | Number of Classes * 1-20 | 21-32 | 33+ | 2011-12 Average Class Size | Number of Classes * 1-20 | 21-32 | 33+ | 2012-13 Average Class Size | Number of Classes * 1-20 | 21-32 | 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| Other | 22.0 | | | | 20.0 | | | | | | | |

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

*Last updated: 4/10/2014*

## Average Class Size and Class Size Distribution (Secondary)

| Subject | 2010-11 Average Class Size | Number of Classes * 1-22 | 23-32 | 33+ | 2011-12 Average Class Size | Number of Classes * 1-22 | 23-32 | 33+ | 2012-13 Average Class Size | Number of Classes * 1-22 | 23-32 | 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 4/7/2014*

## School Safety Plan (School Year 2012-13)

OVERVIEW OF PREVENTION & RISK MANAGEMENT AT LARCHMONT SCHOOLS

Page 1 of 3

INTRODUCTION
Larchmont Schools is committed to providing a safe working, learning and visiting environment for our employees, students and guests on our campuses. We have the insurance coverage and safety policies/procedures in place to ensure the safety of our people and property.
The purpose of this document is to provide an explanation on how Larchmont Schools assesses risk and obtains the appropriate coverage for all events and activities, if additional coverage is in fact needed beyond what our program already encompasses.
Each campus has a risk management binder in the main office. If you have any questions, contact Network Support or the campus Dean.
• Network Support: Ellen DeVine
• Fairfax Dean: Mersedeh Emrani
• Selma Dean: John Resendez

• Hollygrove Dean: Betsy Cavalier
• La Fayette Park Dean: Shon Smith

RISK ASSESSMENT
Larchmont Schools is supported by CharterSafe, which provides tools, templates, and trainings to our employees to ensure we are providing a safe learning and work environment. As a steward of the public's dollars and because families entrust us with the care of their children during the school day, Larchmont Schools is committed to a risk assessment process for field trips, special events and fundraisers to ensure our people and property are safe. Based on the type of event, assessment will likely include: confirmation of our funds management procedures, parent communication/permission slips, logistics, insurance requirements, and vendor & volunteer clearance.

LARCHMONT'S INSURANCE COVERAGE
Larchmont Schools is a member of CharterSafe, a Joint Powers Authority (JPA) self-insured pool of other CA charter schools, which offers affordable insurance coverage and supportive services. Larchmont Schools' main insurance plan includes: Student Accident, Worker's Compensation, Property/General/Professional Liability. CharterSafe provides services that include HR consulting, claims support (Worker's Comp, student accident, property damage), and risk management tools & training. While Larchmont Schools has insurance for school activities/events, some require additional or different coverage. The Network Support team provides guidance to campuses to ensure Larchmont Schools have proper coverage.

APPROVAL PROCESS FOR SPECIAL EVENTS, ACTIVITIES, FIELD TRIPS
All field trips, special events/activities, and fundraisers must be approved by the campus Dean (or Head of 9-12 if for 9th/10th). Prior to any communications being distributed about the approved activity, the Dean/Head and campus Office Manager partner with Network Support to ensure that Larchmont Schools conducts a comprehensive risk assessment.
Based on the type of proposed activity, we explore our options to determine: if/how to obtain appropriate insurance coverage; which vendors to use/clear to use; what logistical needs there are (IE OVERVIEW OF PREVENTION & RISK MANAGEMENT AT LARCHMONT SCHOOLS

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permission slips; schedule adjustments); how/when to communicate with various stake holders (parents, staff, students, etc); determine how our funds management procedures and fiscal policies and procedures will be adhered to; and what sort of additional documentation may be needed and from whom.
At the very minimum, Network Support needs the following information to begin the process:
• Confirmation from the Dean that the activity is something the campus is interested in exploring
• Point of contact's name, phone, e-mail, school location
• Date and duration of the event(s)/activity
• Location of the activity (address)
• Is the event open to the public?
• Vendor contact information, purpose of vendor partnership/service provided (may include confirming that vendor is in good standing with the School)
• Other details that make this event special (examples: alcohol at the fundraiser or an international field trip)
• If a company has requested proof of insurance:
o A vendor or Larchmont Schools request proof of insurance or ask to be added as an additional insured (examples: a bus transportation company or an aquarium may require this for a field trip or rental; visitors to our campuses must provide proof of their own coverage and typically are expected to add Larchmont Schools to their policy)
o A vendor provides a service to the school (IE: catering, chairs rental, a landlord partnership, etc)
o You are holding a special event (IE: school fundraiser that serves alcohol or an overnight field trip)

A few other important things to remember are:
• Deans approve all campus sponsored activities and events regardless of whether the activity or event is on/off campus, during/after operating hours, or open to the school community/public.
• Before giving final approval for an activity/event, Deans must partner with the Network Support team to assess potential risk factors and confirm the best coverage options, and if additional coverage is necessary.
• Once the activity/event is approved, the Dean introduces the designated school event planner(s) to the Network Support point of contact. They are encouraged to involve the point of contact as early as possible in the planning stages of any event/activity to ensure there is ample time to complete any insurance needs.
• Typical insurance requests for special events/activities include:
o A vendor requests proof of our insurance, requests to be added as an additional insured, or vendor is a service provider to school (EX: chairs/table rental, catering, field trip to an aquarium)
o Activity/Event requires special insurance (IE: overnight field trip, fundraiser for adults with alcohol)
• The Event Planner will be asked to complete portions of the Request Form, which informs the Network Support team of the details of the activity/event in an easily transferrable way and documents the information for referencing historical data in future years. OVERVIEW OF PREVENTION & RISK MANAGEMENT AT LARCHMONT SCHOOLS

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• If there is any uncertainty about whether Larchmont Schools has insurance coverage for a

specific activity/event, contact Ellen DeVine at 323-380-7893 x 304 or at
ellen.devine@larchmontcharter.org.

ON-SITE INJURIES
All Larchmont Employees, who are present when an incident occurs, are expected to support the injured
person. It is so important that we communicate with and respond to employees, students, guests and
partnering organizations in a prompt, thoughtful, and professional manner. A few things to remember:
• In an emergency, contact 9-1-1. Any doubt at all, call 9-1-1!!!

• Show that you care! Assure the injured employee or student and their family that they have
access to prompt and appropriate medical attention.

• It is important to document in writing any incident that occurs on campus. If anything escalates
after-hours, the school has documentation of the incident and how care was provided from the
beginning.
o Each site will maintain documentation of parent communication, for both during and
after-school hours to track all incidents that do not require medical attention or result in
missed school/work. Tool: Office Visitation Log or PowerSchool

• If an employee/student is injured while at work/school and seeks medical attention and/or is
absent from work/school as a result of the injury, notify Network Support immediately after
the employee, guest, or student has sought appropriate care.
o There is no need to involve Network Support unless medical attention is sought or
work/school is missed. The Office Staff and School Leadership work with the injured
person/Guardian of the injured person to monitor their status. The Office Staff keep all
documentation on file in the event that it escalates and Network Support is needed.

• Network Support works directly with the injured person/Guardian and CharterSafe's Claims
Manager to resolve claims. The sooner a report is filed and Network is notified, the sooner JPA
can get involved to support the injured person.

• NOTE: For any non-emergency injury, no need to include Network Support, however be sure to:
o Care for individual, document what happened, communicate with guardian

IDEAL ANNUAL TIMELINE
• May/July: debrief the year and discuss changes/additions to program
• July/August: training for all admin team members before teachers return; teacher training on
what they need to know
• October: check-in to re-establish norms from August
• February: check-in to see if anything needs to change

The following link leads to the Emergency Responcse Guide

https://www.dropbox.com/s/cm7xbcrctluj9q4/Emergency%20Response%20Guide%20LCS%20Fairfax.pdf

*Last updated: 4/11/2014*

# Suspensions and Expulsions

| Rate * | School | | | District | | |
|---|---|---|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | 0.00 | 0.00 | 15.00 | | | |
| Expulsions | 0.00 | 1.00 | 0.00 | | | |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

**Suspensions**

**Expulsions**
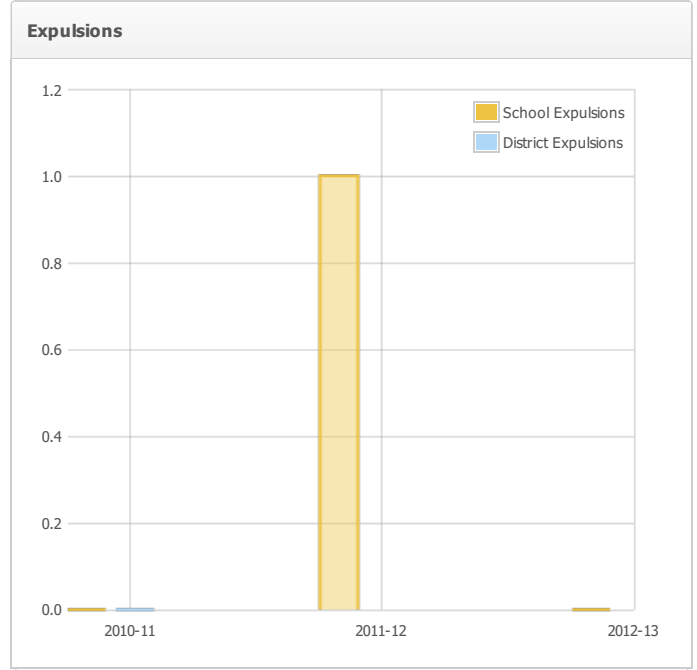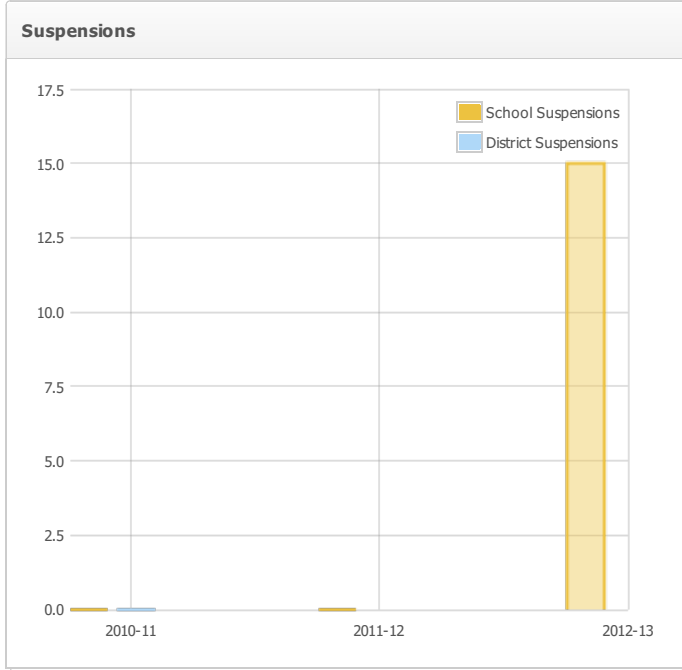
Last updated: 4/11/2014

# School Facilities

## School Facility Conditions and Planned Improvements (School Year 2013-14)

Official Inspection Report:

https://www.dropbox.com/s/onovoprc2iyc5l4/LFP_Health_Dept_Approval.pdf

*Last updated: 4/11/2014*

## School Facility Good Repair Status (School Year 2013-14)

| System Inspected | Repair Status | 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 (School Year 2013-14)

| Overall Rating | Exemplary |
|---|---|

*Last updated: 4/7/2014*

# Teachers

## Teacher Credentials

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 | 2012-13 |
| With Full Credential | | 24 | | |
| Without Full Credential | | 3 | | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | | 0 | | |
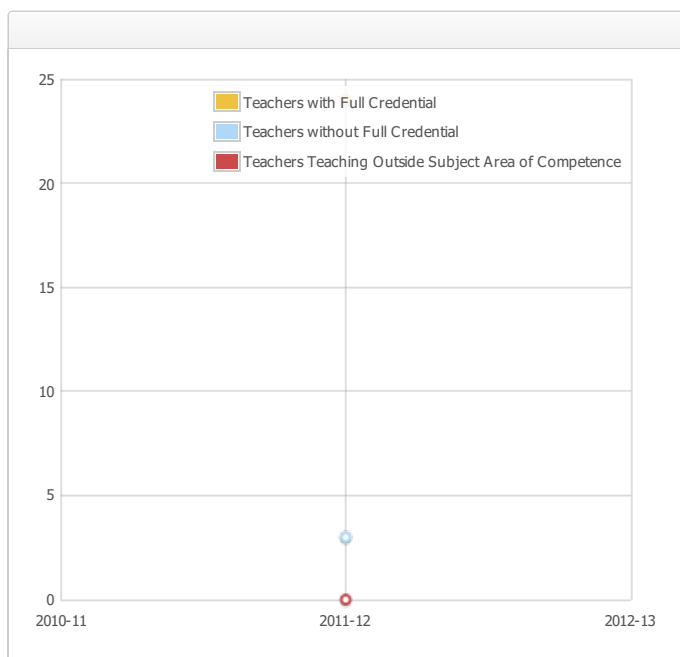


*Last updated: 4/10/2014*

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |
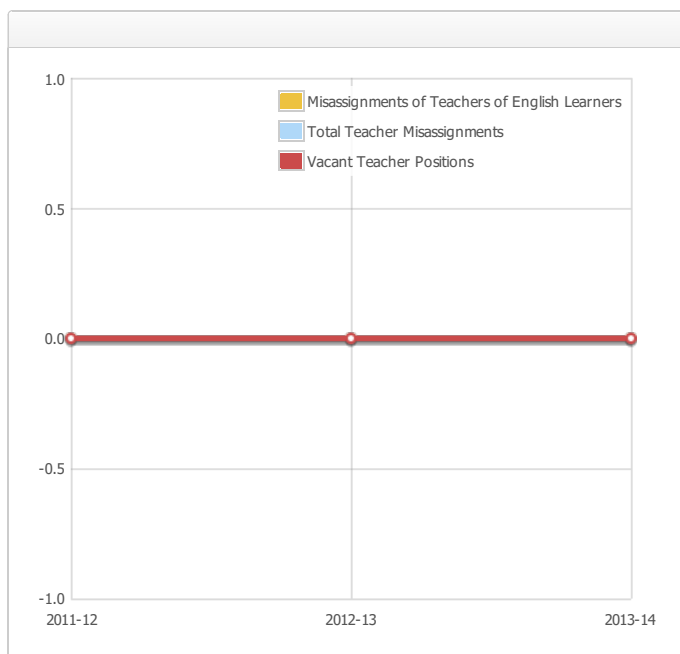


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

*Last updated: 4/11/2014*

# Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

| 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 | 100 | 0 |
| High-Poverty Schools in District | 0 | 0 |
| Low-Poverty Schools in District | 100 | 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: 4/7/2014*

## Support Staff

## Academic Counselors and Other Support Staff (School Year 2012-13)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 0.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 1.0 | N/A |
| Library Media Teacher (librarian) | 0.5 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 2.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 3.0 | N/A |
| Other | 10.5 | N/A |

Note: Cells shaded in black or 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: 4/11/2014

# Curriculum and Instructional Materials

## Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: April 2014

| Core Curriculum Area | Textbooks and instructional materials | From most recent adoption? | Percent students lacking own assigned copy |
|---|---|---|---|
| Reading/Language Arts | Reader's and Writer's Workshop - Lucy Calkins | Yes | 0.0 |
| Mathematics | Everyday Math (Kindergarten- Grade 5) <br><br> College Preparatory Math (Grades 6-10) | Yes | 0.0 |
| Science | | | 0.0 |
| History-Social Science | | | 0.0 |
| Foreign Language | | | 0.0 |
| Health | | | 0.0 |
| Visual and Performing Arts | | | 0.0 |
| Science Laboratory Equipment (grades 9-12) | | | 0.0 |

Last updated: 4/11/2014

# School Finances

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | N/A | N/A | N/A | N/A |
| District | N/A | N/A | N/A | $66,851 |
| Percent Difference – School Site and District | N/A | N/A | N/A | 6.00% |
| State | N/A | N/A | $5,537 | $69,704 |
| Percent Difference – School Site and State | N/A | N/A | 13.00% | 10.00% |

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.
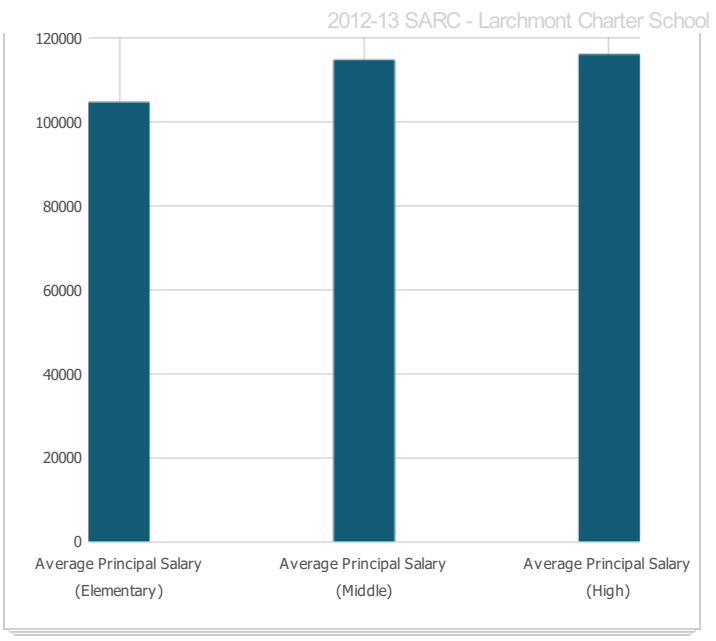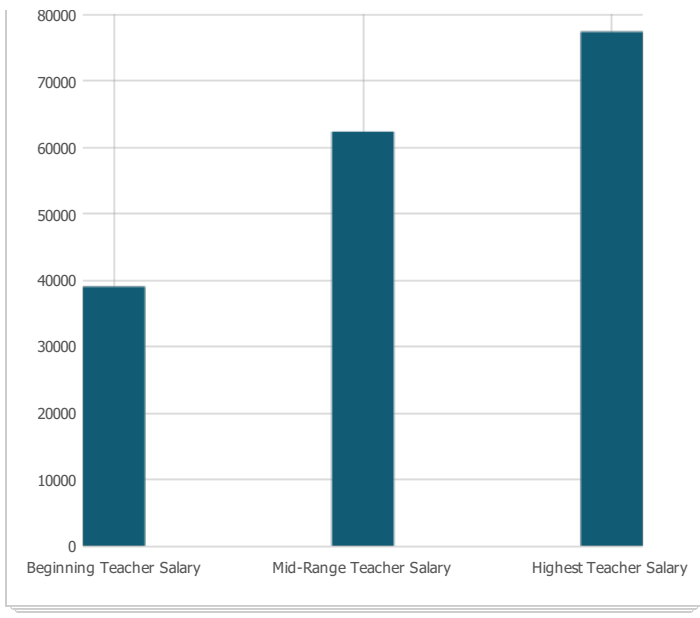
Last updated: 4/14/2014

## Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $39,008 | $41,462 |
| Mid-Range Teacher Salary | $62,307 | $66,133 |
| Highest Teacher Salary | $77,359 | $85,735 |
| Average Principal Salary (Elementary) | $104,537 | $107,206 |
| Average Principal Salary (Middle) | $114,610 | $111,641 |
| Average Principal Salary (High) | $115,924 | $122,628 |
| Superintendent Salary | $275,000 | $225,176 |
| 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.

| Teacher Salary Chart | Principal Salary Chart |
|---|---|
| | |

# School Completion and Postsecondary Preparation

# Admission Requirements for California's Public Universities

**University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

# Dropout Rate and Graduation Rate

| | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| Indicator | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| Dropout Rate | | | | | | | 16.6 | 14.7 | 13.1 |
| Graduation Rate | | | | 62.44 | 64.75 | 66.48 | 74.72 | 77.14 | 78.73 |

**Dropout/Graduation Rate Chart**
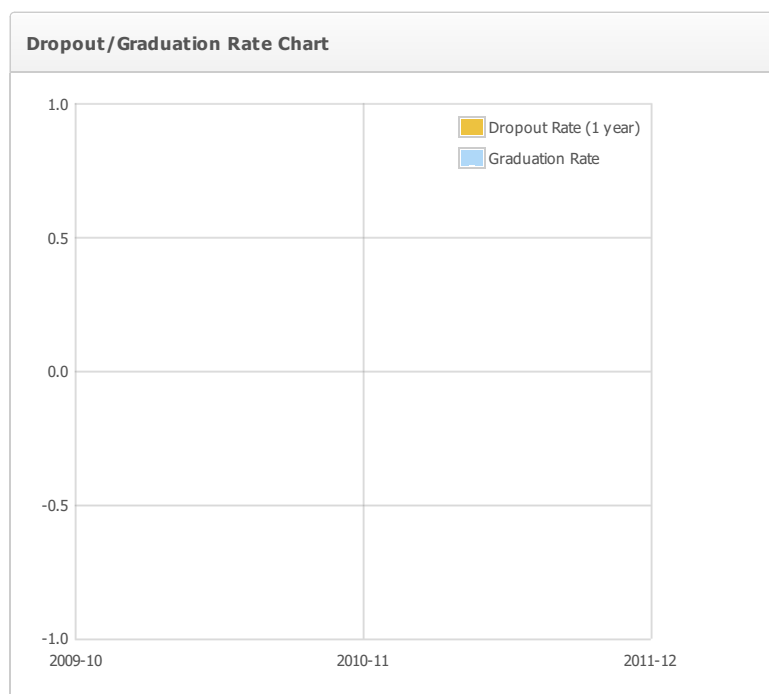
# Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group | Graduating Class of 2012 | | |
| --- | --- | --- | --- |
| | School | District | State |
| All Students | | | |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report.

*Last updated: 4/7/2014*

# Career Technical Education Participation (School Year 2012-13)

| Measure | CTE Program Participation |
| --- | --- |
| Number of pupils participating in CTE | 0 |
| Percent of pupils completing a CTE program and earning a high school diploma | 0.0 |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0.0 |

*Last updated: 4/11/2014*

# Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
| --- | --- |
| 2012-13 Students Enrolled in Courses Required for UC/CSU Admission | |
| 2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission | |

*Last updated: 4/7/2014*

## Advanced Placement Courses (School Year 2012-13)

| 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 | | |

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 4/11/2014

# 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.

There are 14 days provided for professional development yearly. The following is an example schedule:

Larchmont Charter K-8 Professional Development Schedule

April 18, 2014
Location: Selma Campus

Teachers will attend two 1hr 30min workshops. Grades K-3 teachers will begin with Presentation A and Grades 4-8 teachers will begin with Presentation B. After the break, the groups will switch and attend the other presentation. Enrichment Teachers- Garden and PE will attend with K-3 Teachers; Music and Art will attend with 4-8 Teachers.

8:30- 10:00 Part 1
Presentation A: (K-3, Reading Specialists, Garden, and PE) Child Development and Best Practices for Supporting Learners with Different Needs
? Kristin will lead a 45-minute presentation on an overview of child development and the implications it has on instruction. This information is also being shared with parents with the support of teachers (Grades 3-5 already presented). We will review the simultaneous nature of development across the physical, social, emotional, and cognitive domains in children ages 5-11 for the K-3 teachers, and for children ages 8-14 for the 4-8 group. Our discussion will focus on the translation of developmental steps and limitations into meaningful and effective teaching strategies and curriculum development.
? Myra and our fabulous SpEd Team will present a 45-minute review of the PSST/SST process and the importance of documenting interventions strategies consistently for a period of time, empower teachers to facilitate and manage the PSST/SST meetings & notes, and share best practices that support a wide range of needs in the general education classroom.

Presentation B: (4-8, Music, and Art) Supporting English Language Learners and "Social Thinking" Strategies
? Shon will facilitate a 45-minute workshop on strategies to support the needs of English Language Learners.
? Alissa Chariton, Katie Swain, and Sarah Minaise will lead a 45-minute workshop on ideas and strategies they learned in a recent workshop on Social Thinking.

10:00-10:15 Break

10:15-11:45 Part 2
Presentation A: (4-8; Music; Art) Child Development and Best Practices for Supporting Learners with Different Needs

Presentation B: (K-3; Garden; PE) Supporting English Language Learners and "Social Thinking" Strategies

11:45-12:10 T3 Progress Reports Overview K-5 and Enrichments(Sandra); 6-8 and Enrichments (Kristin)
? Share timeline, narrative template, and notes about narratives with teachers

12:10-12:30 Zentangle Introduction (optional for teachers)
? Andi will be available to share a wonderful art activity teachers can utilize with students or do themselves for FUN! She will have books and samples of this engaging, creative form of art on hand.
? OMs and Deans help set up lunch and cake & gift table for baby shower

12:30-1:30 Baby Shower and Lunch

1:30-3:00 Planning Time with Teams/Departments

*Last updated: 4/11/2014*