

Larchmont Charter

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.

Kristin Droege

Principal, Larchmont Charter

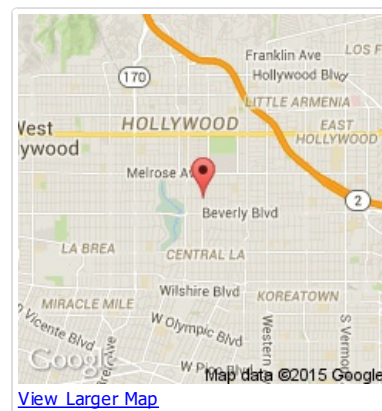
About Our School

Hello and welcome to Larchmont Charter School! We are in our 10th year of operation and now serve a vibrant, richly diverse community of nearly 1,400 students from Kindergarten to 11th grade. Larchmont has an inspiring, hands-on, constructivist approach that develops students' hearts and minds and challenges students to think deeply, critically and creatively.

Contact

444 N. Larchmont Blvd
Los Angeles, CA 90004

Phone: 323 380 7893
E-mail: info@larchmontcharter.org



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

| School | |
|--|--|
| School Name | Larchmont Charter |
| Street | 444 N. Larchmont Blvd |
| City, State, Zip | Los Angeles, Ca, 90004 |
| Phone Number | 323 380 7893 |
| Principal | Kristin Droege |
| E-mail Address | info@larchmontcharter.org |
| Web Site | www.larchmontcharter.org |
| County-District-School (CDS) Code | 19647330108928 |

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

Last updated: 1/28/2015

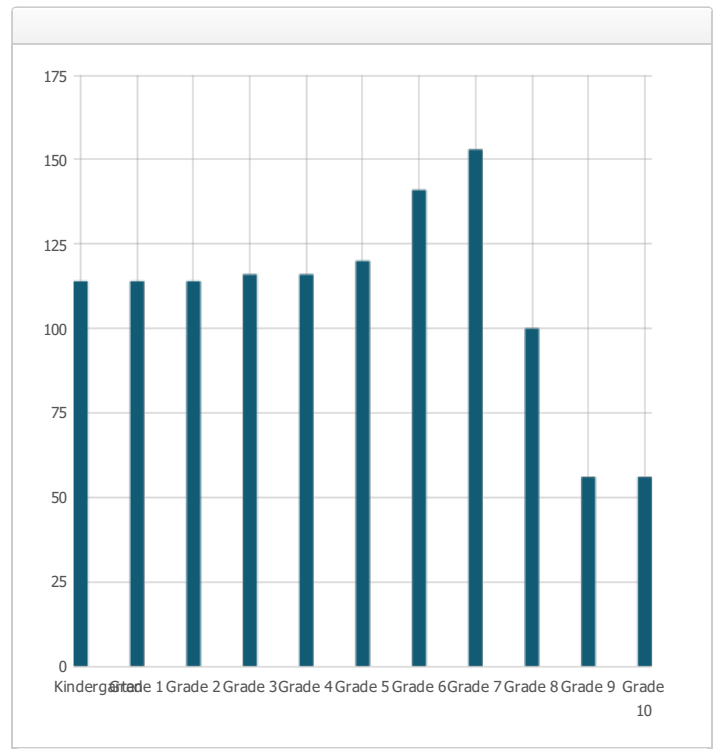
School Description and Mission Statement (Most Recent Year)

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: 1/21/2015

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

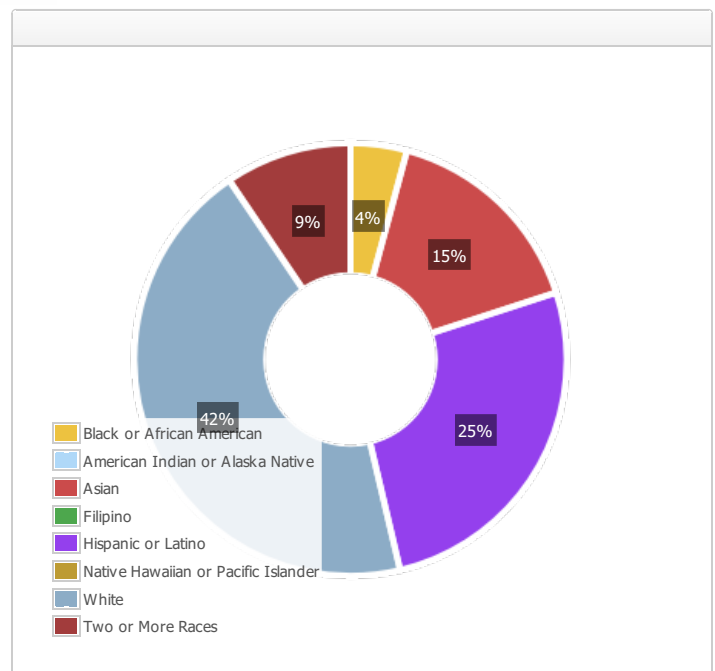
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 114 |
| Grade 1 | 114 |
| Grade 2 | 114 |
| Grade 3 | 116 |
| Grade 4 | 116 |
| Grade 5 | 120 |
| Grade 6 | 141 |
| Grade 7 | 153 |
| Grade 8 | 100 |
| Grade 9 | 56 |
| Grade 10 | 56 |
| Total Enrollment | 1200 |



Last updated: 1/28/2015

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

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 4.9 |
| American Indian or Alaska Native | 0.0 |
| Asian | 15.6 |
| Filipino | 0.9 |
| Hispanic or Latino | 25.3 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 42.9 |
| Two or More Races | 9.8 |
| Socioeconomically Disadvantaged | 32.4 |
| English Learners | 7.4 |
| Students with Disabilities | 9.6 |



Last updated: 1/28/2015

A. Conditions of Learning

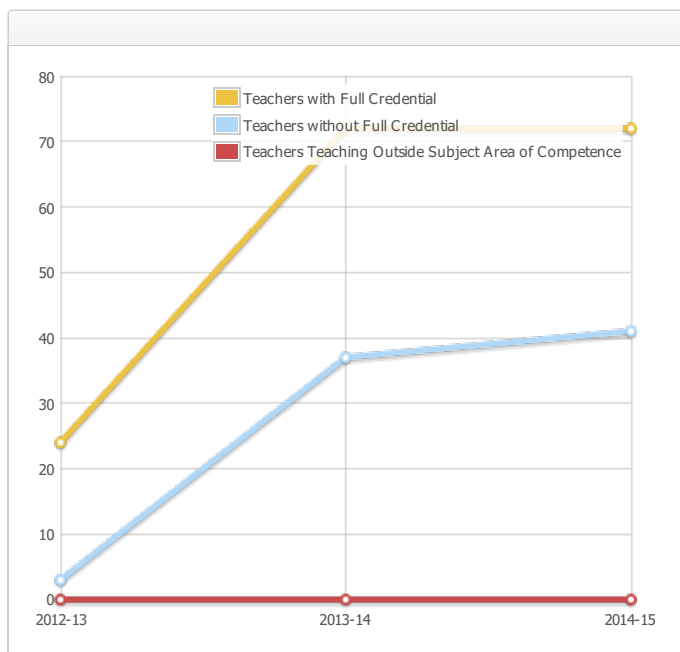
State Priority: Basic

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

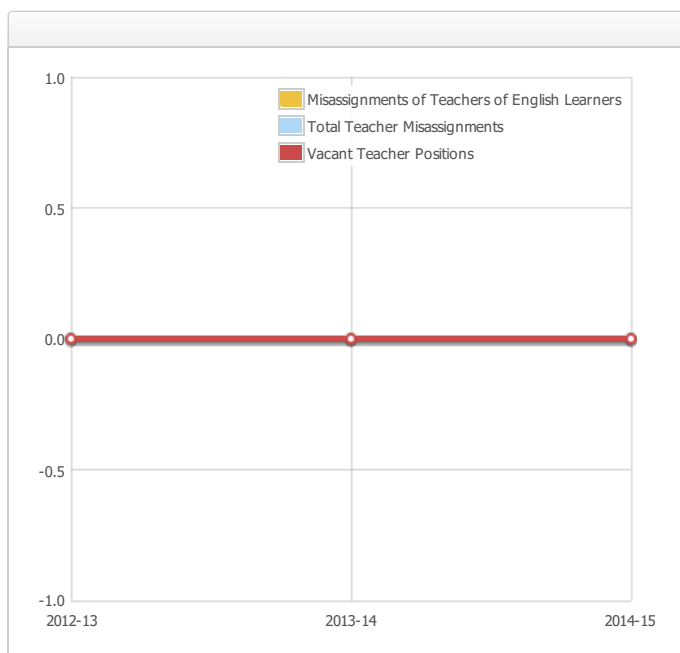
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 24 | 72 | 72 | |
| Without Full Credential | 3 | 37 | 41 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 1/28/2015

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: 1/28/2015

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 | 98 | 2 |
| 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: March 2014

| Subject | Textbooks and Instructional Materials/year of Adoption | 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) 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 Lab Eqpmt(9-12) | | | 0.0 |

Last updated: 1/28/2015

School Facility Conditions and Planned Improvements - Most Recent Year

| |
|---|
| Official Inspection Report: |
| https://www.dropbox.com/s/8f3ay3zcg3lb046/LFP_Health_Dept_Approval.pdf?dl=0 |

Last updated: 1/28/2015

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 |
|----------------|-----------|

Last updated: 1/28/2015

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) | 99 | 95 | 88 | 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: 1/28/2015

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 | 88 |
| Male | 89 |
| Female | 87 |
| Black or African American | 77 |
| American Indian or Alaska Native | |
| Asian | 92 |
| Filipino | |
| Hispanic or Latino | 83 |
| Native Hawaiian or Pacific Islander | |
| White | 92 |
| Two or More Races | 95 |
| Socioeconomically Disadvantaged | 89 |
| English Learners | |
| Students with Disabilities | 79 |
| 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.

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 | 84% | 84% | 81% | 44% | 48% | 47% | 54% | 56% | 55% |
| Mathematics | 85% | 78% | 72% | 43% | 44% | 45% | 49% | 50% | 50% |
| History-Social Science | N/A | 93% | 68% | 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: 1/28/2015

Academic Performance Index Ranks – Three-Year Comparison

| API Rank | 2011 | 2012 | 2013 |
|-----------------|------|------|------|
| Statewide | 10 | 10 | 9 |
| Similar Schools | 10 | 10 | 10 |

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

Last updated: 1/28/2015

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 | 23 | -8 | -14 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | -8 | -11 |
| Native Hawaiian or Pacific Islander | | | |
| White | 20 | -3 | -14 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 21 | -2 | -30 |
| 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: 1/28/2015

Career Technical Education Participation (School Year 2013-14)

| 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: 1/28/2015***Courses for University of California and/or California State University Admission**

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2013-14 Students Enrolled in Courses Required for UC/CSU Admission | 23.2 |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | |

State Priority: Other Pupil Outcomes

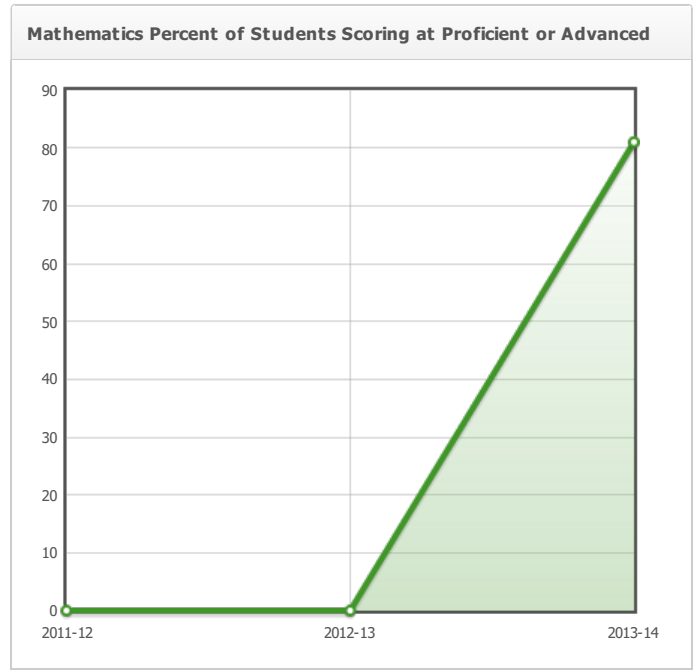
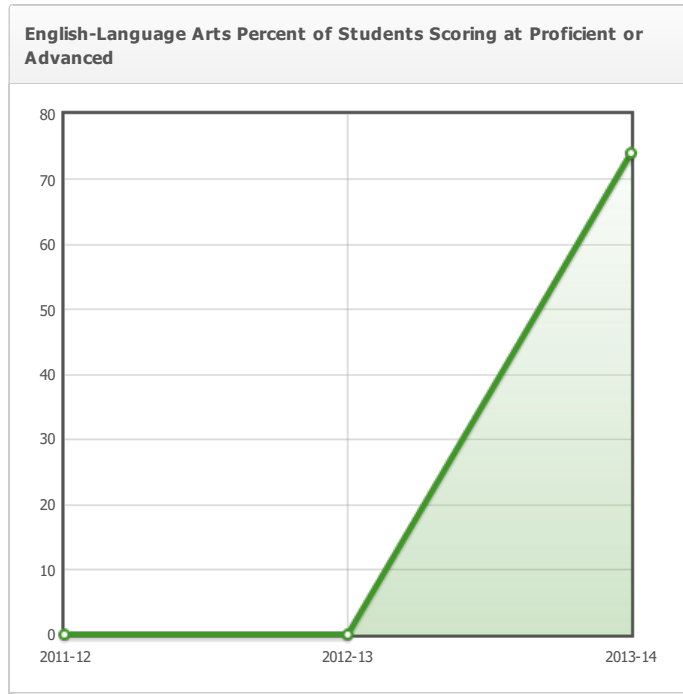
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | N/A | N/A | 74% | 45% | 49% | 47% | 56% | 57% | 56% |
| Mathematics | N/A | N/A | 81% | 50% | 54% | 56% | 58% | 60% | 62% |

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: 1/28/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

| Group | English-Language Arts | | | Mathematics | | |
|---|------------------------|--------------------|------------------|------------------------|--------------------|------------------|
| | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| All Students in the LEA | 52% | 24% | 24% | 44% | 36% | 20% |
| All Students at the School | 26% | 22% | 52% | 19% | 45% | 36% |
| Male | 42% | 8% | 50% | 26% | 43% | 30% |
| Female | 13% | 33% | 53% | 13% | 47% | 40% |
| 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 | 33% | 33% | 33% | 21% | 58% | 21% |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| White | 14% | 14% | 71% | 15% | 31% | 54% |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 26% | 11% | 63% | 26% | 37% | 37% |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 45% | 27% | 27% | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | 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: 1/28/2015

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 | 7.8% | 13.9% | 67.8% |
| 7 | 22.0% | 25.3% | 28.7% |
| 9 | 26.9% | 13.5% | 36.5% |

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: 1/28/2015

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

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 § 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.

State Priority: Pupil Engagement

Last updated: 1/28/2015

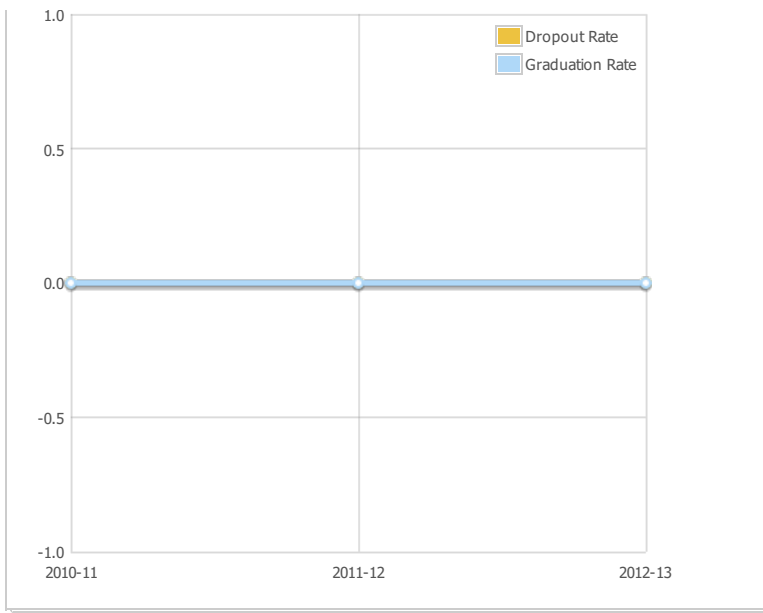
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate | 0.0 | 0.0 | 0.0 | 6.1 | 6.1 | 6.3 | | | |
| Graduation Rate | 0 | 0 | 0 | | | | 77.14 | 78.87 | 80.44 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/28/2015

Completion of High School Graduation Requirements

| Group | Graduating Class of 2013 | | |
|-------------------------------------|---------------------------------|-----------------|--------------|
| | 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 | | | |

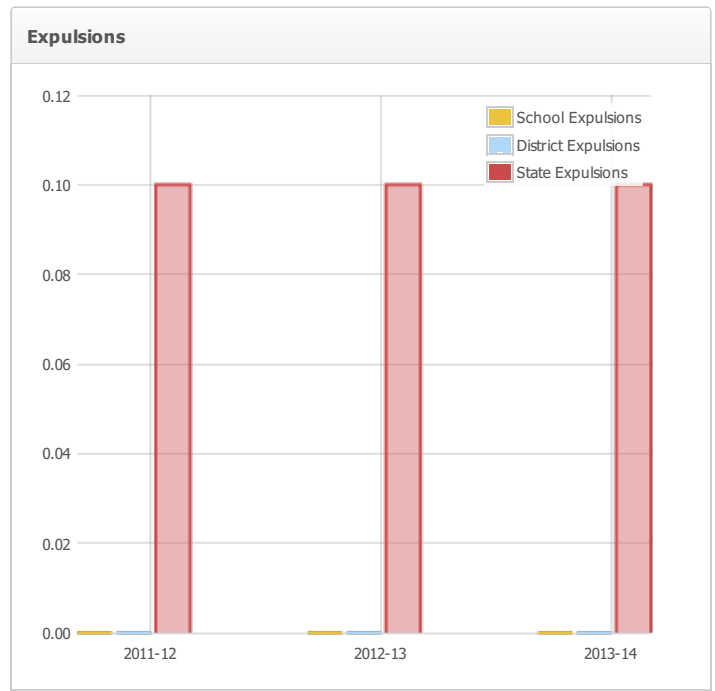
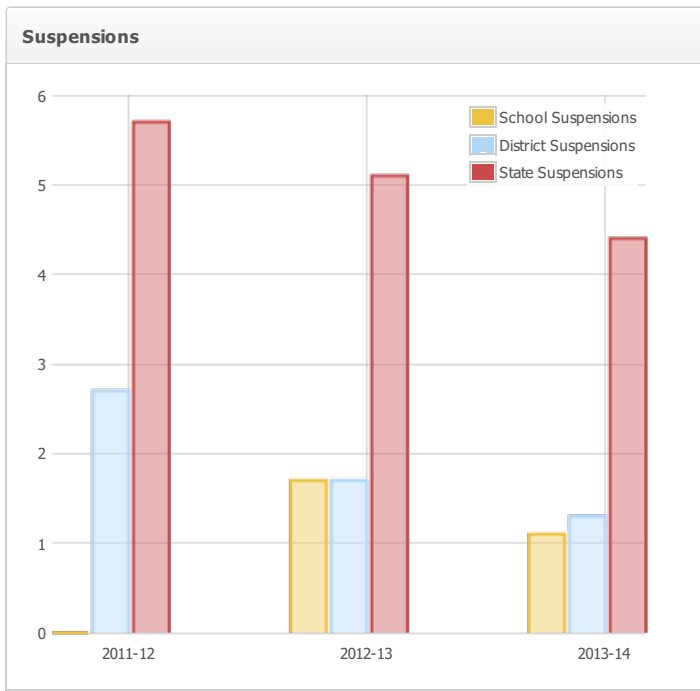
State Priority: School Climate

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 | 0.00 | 1.70 | 1.10 | 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: 1/28/2015

School Safety Plan - Most Recent Year

OVERVIEW OF PREVENTION & RISK MANAGEMENT AT LARCHMONT SCHOOLS

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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: May Oey
- 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 Response Guide

<https://www.dropbox.com/s/35x731nqn6s2jgv/Emergency%20Response%20Guide.pdf?dl=0>

Last updated: 1/28/2015

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 | Yes | 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 Graduation Rate | N/A | N/A |

Last updated: 1/28/2015

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: 1/28/2015

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 | 21.0 | 1 | 2 | 0 | 21.0 | 1 | | | 23.0 | 1 | 5 | 0 |
| 1 | 22.0 | 1 | 0 | 0 | 22.0 | | | | 23.0 | 1 | 5 | 0 |
| 2 | 22.0 | 3 | 0 | 0 | 22.0 | | | | 23.0 | 0 | 5 | 0 |
| 3 | 22.0 | 1 | 0 | 0 | 22.0 | | | | 23.0 | 0 | 5 | 0 |
| 4 | 22.0 | 3 | 0 | 0 | 22.0 | | | | 23.0 | 0 | 5 | 0 |
| 5 | 23.0 | 0 | 3 | 0 | 23.0 | | | | 24.0 | 0 | 5 | 0 |
| 6 | 25.0 | 0 | 3 | 0 | 25.0 | | | | 19.0 | 8 | 0 | 0 |
| Other | 0.0 | 0 | 0 | 0 | 0.0 | | | | 0.0 | 0 | 0 | 0 |

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

Last updated: 1/28/2015

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 25.2 | 2 | 3 | 0 | 24.0 | 5 | 14 | 0 | 24.0 | 9 | 16 | 1 |
| Mathematics | 25.8 | 1 | 4 | 0 | 20.0 | 11 | 5 | 0 | 19.0 | 12 | 7 | 1 |
| Science | 26.0 | 1 | 3 | 0 | 25.0 | 5 | 7 | 0 | 24.0 | 7 | 7 | 1 |
| Social Science | 26.0 | 1 | 3 | 0 | 25.0 | 5 | 9 | 0 | 24.0 | 5 | 9 | 1 |

* 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: 1/28/2015

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 | 8.0 | 150.0 |
| Counselor (Social/Behavioral or Career Development) | 4.0 | N/A |
| Library Media Teacher (librarian) | 1.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 4.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 7.0 | N/A |
| Resource Specialist (non-teaching) | 3.0 | 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: 1/28/2015

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 | \$9,564 | \$1,248 | \$8,316 | \$62,840 |
| District | N/A | N/A | \$5,221 | \$68,953 |
| Percent Difference – School Site and District | N/A | N/A | 37.00% | 9.00% |
| State | N/A | N/A | \$4,690 | \$70,720 |
| Percent Difference – School Site and State | N/A | N/A | 44.00% | 11.00% |

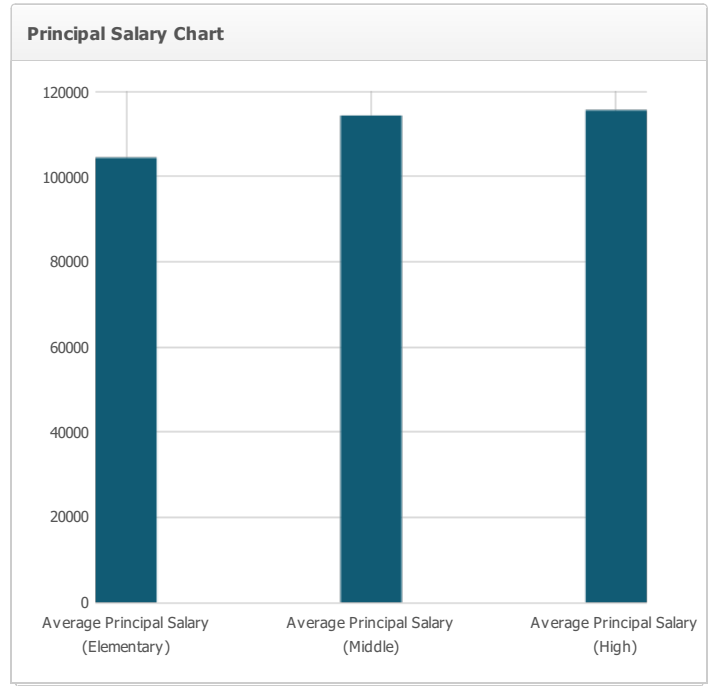
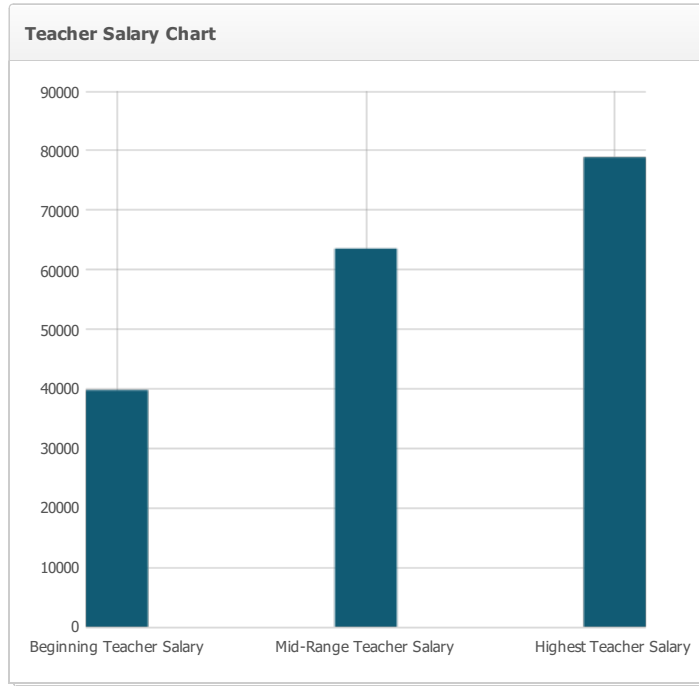
Note: Cells with N/A values do not require data.

Last updated: 1/30/2015

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: 1/28/2015

Advanced Placement Courses (School Year 2013-14)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|--------------------------------------|--|
| Computer Science | 0 | N/A |
| English | 1 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 1 | N/A |
| Science | 1 | N/A |
| Social Science | 0 | N/A |
| All Courses | 3 | 5.0 |

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

*Where there are student course enrollments.

Last updated: 1/28/2015

Professional Development – Most Recent Three Years

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: 1/28/2015