

Larchmont Charter School

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians, 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., 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.



Amy Held, Executive Director

Principal, Larchmont Charter School

About Our School

Hello and welcome to Larchmont Charter School! We are in our 10th year of operation and serve a vibrant, richly diverse community of more than 1,400 students from Kindergarten to 12th grade, graduating our first class of seniors in Spring 2016. Larchmont has an inspiring, hands-on, constructivist approach that develops students' hearts and minds and challenges students to think deeply, critically and creatively.

Contact

*Larchmont Charter School
444 N. Larchmont Blvd, Ste. 207
Los Angeles, CA 90004*

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

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
School Name	Larchmont Charter School
Street	444 N. Larchmont Blvd, Ste. 207
City, State, Zip	Los Angeles, Ca, 90004
Phone Number	323-380-7893
Principal	Amy Held, Executive Director
E-mail Address	info@larchmontcharter.org
Web Site	www.larchmontcharter.org
County-District-School (CDS) Code	19647330108928

Last updated: 1/12/2016

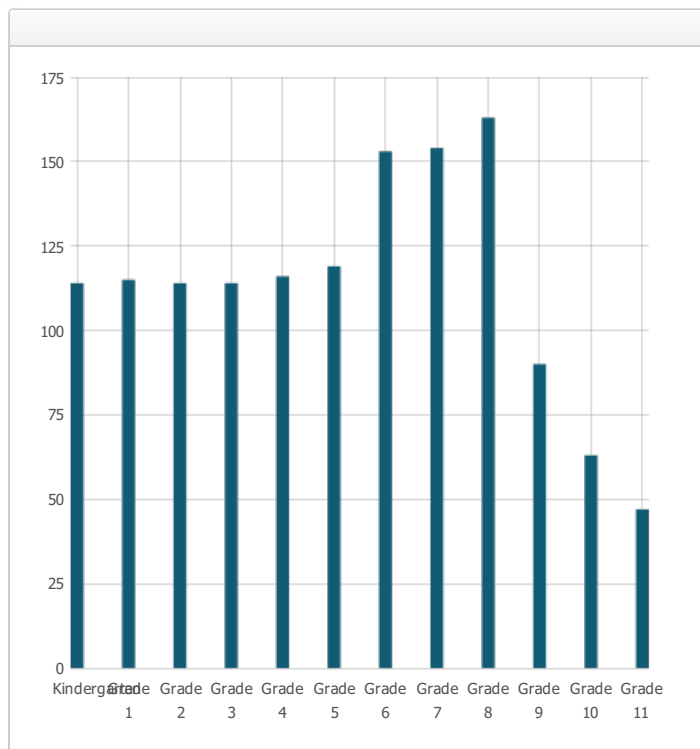
School Description and Mission Statement - Most Recent Year

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: 1/11/2016

Student Enrollment by Grade Level (School Year 2014-15)

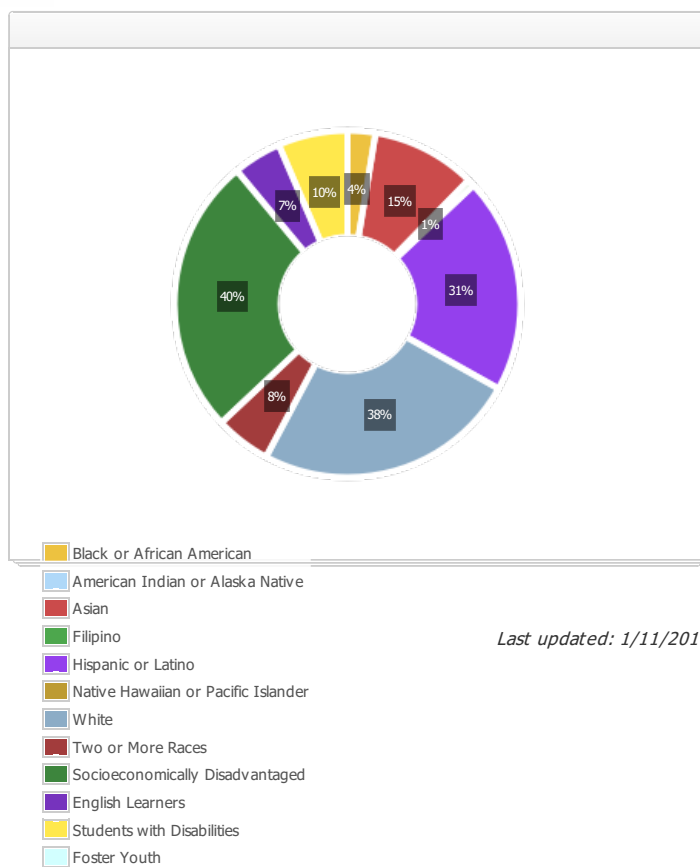
Grade Level	Number of Students
Kindergarten	114
Grade 1	115
Grade 2	114
Grade 3	114
Grade 4	116
Grade 5	119
Grade 6	153
Grade 7	154
Grade 8	163
Grade 9	90
Grade 10	63
Grade 11	47
Total Enrollment	1362



Last updated: 1/11/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.7 %
American Indian or Alaska Native	0.1 %
Asian	15.6 %
Filipino	1.5 %
Hispanic or Latino	31.0 %
Native Hawaiian or Pacific Islander	0.3 %
White	38.3 %
Two or More Races	8.0 %
Socioeconomically Disadvantaged	40.1 %
English Learners	7.6 %
Students with Disabilities	10.4 %
Foster Youth	0.5 %



Last updated: 1/11/2016

A. Conditions of Learning

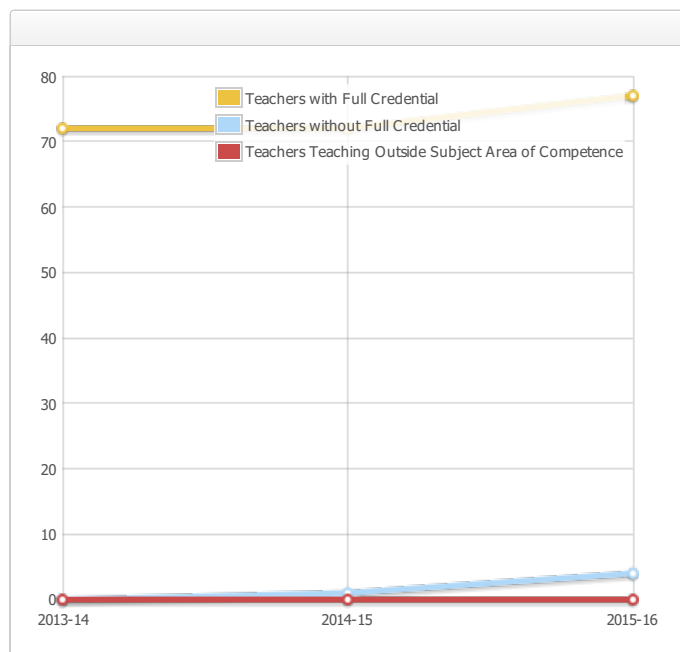
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

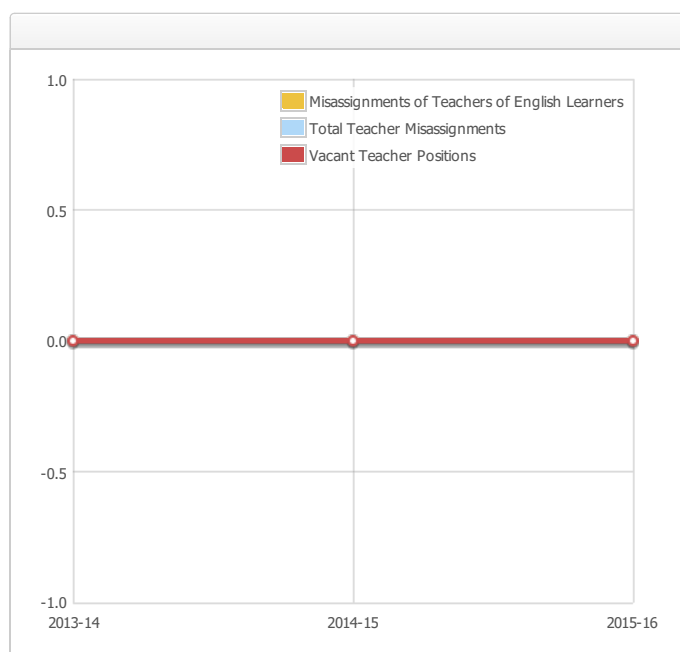
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	72	72	77	
Without Full Credential	0	1	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/14/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/11/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	1.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	45.0%	55.0%

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.

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

Year and month in which data were collected: January 2016

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 6-12)	Yes	0.0 %
Science	Investigating Earth Systems (AGI/It's About Time) California Focus on Physical Science (Prentice Hall)	Yes	0.0 %
History-Social Science	The Ancient World (History Alive/TCI) The Medieval World and Beyond (History Alive/TCI) The United States Through Industrialism (History Alive/TCI)	Yes	0.0 %
Foreign Language	Spanish: Realidades (Prentice Hall)	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmpt (Grades 9-12)			0.0 %

Last updated: 1/19/2016

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: 1/11/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

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

Year and month in which data were collected:

Overall Rating	Good
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Last updated: 1/11/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	76.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	61.0%	25.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/11/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	115	109	94.8%	8.0%	16.0%	29.0%	47.0%
Male	115	51	44.3%	14.0%	18.0%	25.0%	43.0%
Female	115	58	50.4%	3.0%	14.0%	33.0%	50.0%
Black or African American	115	2	1.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	115	22	19.1%	0.0%	27.0%	32.0%	41.0%
Filipino	115	1	0.9%	--	--	--	--
Hispanic or Latino	115	23	20.0%	22.0%	22.0%	39.0%	17.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	115	49	42.6%	4.0%	12.0%	22.0%	61.0%
Two or More Races	115	12	10.4%	8.0%	0.0%	42.0%	50.0%
Socioeconomically Disadvantaged	115	40	34.8%	15.0%	15.0%	40.0%	30.0%
English Learners	115	11	9.6%	18.0%	36.0%	36.0%	9.0%
Students with Disabilities	115	8	7.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/11/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	116	116	100.0%	8.0%	9.0%	35.0%	47.0%
Male	116	61	52.6%	10.0%	10.0%	43.0%	36.0%
Female	116	55	47.4%	5.0%	9.0%	27.0%	58.0%
Black or African American	116	1	0.9%	--	--	--	--
American Indian or Alaska Native	116	1	0.9%	--	--	--	--
Asian	116	20	17.2%	5.0%	0.0%	40.0%	55.0%
Filipino	116	1	0.9%	--	--	--	--
Hispanic or Latino	116	23	19.8%	17.0%	22.0%	39.0%	17.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	116	54	46.6%	6.0%	6.0%	31.0%	57.0%
Two or More Races	116	16	13.8%	0.0%	13.0%	38.0%	50.0%
Socioeconomically Disadvantaged	116	34	29.3%	12.0%	15.0%	38.0%	35.0%
English Learners	116	7	6.0%	--	--	--	--
Students with Disabilities	116	9	7.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/11/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	120	115	95.8%	5.0%	11.0%	35.0%	49.0%
Male	120	54	45.0%	6.0%	11.0%	31.0%	52.0%
Female	120	61	50.8%	5.0%	11.0%	38.0%	46.0%
Black or African American	120	3	2.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	120	14	11.7%	0.0%	7.0%	14.0%	79.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	120	30	25.0%	13.0%	13.0%	37.0%	37.0%
Native Hawaiian or Pacific Islander	120	1	0.8%	--	--	--	--
White	120	49	40.8%	4.0%	10.0%	41.0%	45.0%
Two or More Races	120	18	15.0%	0.0%	11.0%	28.0%	61.0%
Socioeconomically Disadvantaged	120	39	32.5%	15.0%	8.0%	33.0%	44.0%
English Learners	120	2	1.7%	--	--	--	--
Students with Disabilities	120	13	10.8%	23.0%	38.0%	38.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 4 = Standard exceeded

Last updated: 1/11/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	161	157	97.5%	7.0%	26.0%	38.0%	29.0%
Male	161	82	50.9%	7.0%	29.0%	41.0%	22.0%
Female	161	75	46.6%	7.0%	23.0%	33.0%	37.0%
Black or African American	161	5	3.1%	--	--	--	--
American Indian or Alaska Native	161	1	0.6%	--	--	--	--
Asian	161	26	16.1%	4.0%	8.0%	46.0%	42.0%
Filipino	161	6	3.7%	--	--	--	--
Hispanic or Latino	161	50	31.1%	14.0%	40.0%	32.0%	14.0%
Native Hawaiian or Pacific Islander	161	1	0.6%	--	--	--	--
White	161	55	34.2%	5.0%	25.0%	38.0%	31.0%
Two or More Races	161	11	6.8%	0.0%	9.0%	45.0%	45.0%
Socioeconomically Disadvantaged	161	63	39.1%	6.0%	37.0%	30.0%	27.0%
English Learners	161	8	5.0%	--	--	--	--
Students with Disabilities	161	20	12.4%	20.0%	50.0%	25.0%	5.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 3 = Standard met
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Last updated: 1/11/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	164	157	95.7%	6.0%	17.0%	56.0%	21.0%
Male	164	81	49.4%	7.0%	15.0%	62.0%	16.0%
Female	164	76	46.3%	4.0%	20.0%	50.0%	26.0%
Black or African American	164	12	7.3%	0.0%	17.0%	58.0%	25.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	164	21	12.8%	0.0%	14.0%	57.0%	29.0%
Filipino	164	7	4.3%	--	--	--	--
Hispanic or Latino	164	41	25.0%	7.0%	29.0%	59.0%	5.0%
Native Hawaiian or Pacific Islander	164	1	0.6%	--	--	--	--
White	164	66	40.2%	9.0%	8.0%	55.0%	29.0%
Two or More Races	164	9	5.5%	--	--	--	--
Socioeconomically Disadvantaged	164	65	39.6%	5.0%	31.0%	49.0%	15.0%
English Learners	164	7	4.3%	--	--	--	--
Students with Disabilities	164	16	9.8%	38.0%	31.0%	25.0%	6.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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Last updated: 1/11/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	169	160	94.7%	8.0%	19.0%	47.0%	26.0%
Male	169	84	49.7%	8.0%	19.0%	50.0%	23.0%
Female	169	76	45.0%	7.0%	18.0%	43.0%	30.0%
Black or African American	169	10	5.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	169	21	12.4%	0.0%	14.0%	48.0%	33.0%
Filipino	169	4	2.4%	--	--	--	--
Hispanic or Latino	169	45	26.6%	18.0%	18.0%	47.0%	18.0%
Native Hawaiian or Pacific Islander	169	1	0.6%	--	--	--	--
White	169	63	37.3%	5.0%	19.0%	49.0%	27.0%
Two or More Races	169	14	8.3%	0.0%	14.0%	36.0%	50.0%
Socioeconomically Disadvantaged	169	61	36.1%	13.0%	23.0%	46.0%	18.0%
English Learners	169	7	4.1%	--	--	--	--
Students with Disabilities	169	19	11.2%	26.0%	32.0%	37.0%	5.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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Last updated: 1/11/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	50	47	94.0%	4.0%	21.0%	45.0%	28.0%
Male	50	23	46.0%	9.0%	26.0%	35.0%	26.0%
Female	50	24	48.0%	0.0%	17.0%	54.0%	29.0%
Black or African American	50	2	4.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	50	10	20.0%	--	--	--	--
Filipino	50	1	2.0%	--	--	--	--
Hispanic or Latino	50	23	46.0%	4.0%	22.0%	52.0%	17.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	50	10	20.0%	--	--	--	--
Two or More Races	50	1	2.0%	--	--	--	--
Socioeconomically Disadvantaged	50	20	40.0%	5.0%	20.0%	55.0%	15.0%
English Learners	50	1	2.0%	--	--	--	--
Students with Disabilities	50	7	14.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/11/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	115	109	94.8%	6.0%	12.0%	39.0%	43.0%
Male	115	51	44.3%	10.0%	6.0%	39.0%	45.0%
Female	115	58	50.4%	3.0%	17.0%	38.0%	41.0%
Black or African American	115	2	1.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	115	22	19.1%	0.0%	0.0%	45.0%	55.0%
Filipino	115	1	0.9%	--	--	--	--
Hispanic or Latino	115	23	20.0%	26.0%	30.0%	30.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	115	49	42.6%	0.0%	4.0%	43.0%	53.0%
Two or More Races	115	12	10.4%	0.0%	25.0%	33.0%	42.0%
Socioeconomically Disadvantaged	115	40	34.8%	13.0%	18.0%	38.0%	33.0%
English Learners	115	11	9.6%	9.0%	9.0%	55.0%	27.0%
Students with Disabilities	115	8	7.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/11/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	116	116	100.0%	3.0%	23.0%	37.0%	37.0%
Male	116	61	52.6%	5.0%	20.0%	41.0%	34.0%
Female	116	55	47.4%	0.0%	27.0%	33.0%	40.0%
Black or African American	116	1	0.9%	--	--	--	--
American Indian or Alaska Native	116	1	0.9%	--	--	--	--
Asian	116	20	17.2%	0.0%	20.0%	35.0%	45.0%
Filipino	116	1	0.9%	--	--	--	--
Hispanic or Latino	116	23	19.8%	9.0%	52.0%	17.0%	22.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	116	54	46.6%	2.0%	13.0%	41.0%	44.0%
Two or More Races	116	16	13.8%	0.0%	19.0%	50.0%	31.0%
Socioeconomically Disadvantaged	116	34	29.3%	6.0%	35.0%	29.0%	29.0%
English Learners	116	7	6.0%	--	--	--	--
Students with Disabilities	116	9	7.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/11/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	120	114	95.0%	11.0%	31.0%	19.0%	39.0%
Male	120	53	44.2%	8.0%	15.0%	26.0%	51.0%
Female	120	61	50.8%	13.0%	44.0%	13.0%	30.0%
Black or African American	120	3	2.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	120	14	11.7%	14.0%	14.0%	14.0%	57.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	120	30	25.0%	17.0%	53.0%	10.0%	20.0%
Native Hawaiian or Pacific Islander	120	1	0.8%	--	--	--	--
White	120	48	40.0%	8.0%	23.0%	27.0%	42.0%
Two or More Races	120	18	15.0%	0.0%	22.0%	22.0%	56.0%
Socioeconomically Disadvantaged	120	39	32.5%	21.0%	38.0%	15.0%	26.0%
English Learners	120	2	1.7%	--	--	--	--
Students with Disabilities	120	12	10.0%	42.0%	42.0%	8.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/11/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	161	157	97.5%	11.0%	32.0%	27.0%	29.0%
Male	161	82	50.9%	11.0%	30.0%	28.0%	30.0%
Female	161	75	46.6%	12.0%	35.0%	25.0%	28.0%
Black or African American	161	5	3.1%	--	--	--	--
American Indian or Alaska Native	161	1	0.6%	--	--	--	--
Asian	161	26	16.1%	0.0%	15.0%	27.0%	58.0%
Filipino	161	6	3.7%	--	--	--	--
Hispanic or Latino	161	50	31.1%	30.0%	36.0%	18.0%	16.0%
Native Hawaiian or Pacific Islander	161	1	0.6%	--	--	--	--
White	161	55	34.2%	5.0%	33.0%	31.0%	31.0%
Two or More Races	161	11	6.8%	0.0%	18.0%	55.0%	27.0%
Socioeconomically Disadvantaged	161	63	39.1%	13.0%	40.0%	21.0%	27.0%
English Learners	161	8	5.0%	--	--	--	--
Students with Disabilities	161	20	12.4%	30.0%	55.0%	10.0%	5.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/11/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	164	159	97.0%	16.0%	23.0%	29.0%	31.0%
Male	164	83	50.6%	14.0%	22.0%	28.0%	35.0%
Female	164	76	46.3%	18.0%	25.0%	30.0%	26.0%
Black or African American	164	12	7.3%	25.0%	25.0%	8.0%	42.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	164	21	12.8%	5.0%	14.0%	57.0%	24.0%
Filipino	164	7	4.3%	--	--	--	--
Hispanic or Latino	164	43	26.2%	26.0%	30.0%	33.0%	12.0%
Native Hawaiian or Pacific Islander	164	1	0.6%	--	--	--	--
White	164	66	40.2%	14.0%	21.0%	23.0%	41.0%
Two or More Races	164	9	5.5%	--	--	--	--
Socioeconomically Disadvantaged	164	66	40.2%	23.0%	23.0%	35.0%	20.0%
English Learners	164	7	4.3%	--	--	--	--
Students with Disabilities	164	16	9.8%	56.0%	13.0%	19.0%	6.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/11/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	169	160	94.7%	21.0%	27.0%	24.0%	29.0%
Male	169	84	49.7%	17.0%	29.0%	24.0%	31.0%
Female	169	76	45.0%	25.0%	25.0%	24.0%	26.0%
Black or African American	169	10	5.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	169	21	12.4%	5.0%	29.0%	48.0%	19.0%
Filipino	169	4	2.4%	--	--	--	--
Hispanic or Latino	169	45	26.6%	38.0%	29.0%	11.0%	22.0%
Native Hawaiian or Pacific Islander	169	1	0.6%	--	--	--	--
White	169	63	37.3%	19.0%	24.0%	25.0%	32.0%
Two or More Races	169	14	8.3%	7.0%	14.0%	7.0%	71.0%
Socioeconomically Disadvantaged	169	61	36.1%	30.0%	31.0%	28.0%	11.0%
English Learners	169	7	4.1%	--	--	--	--
Students with Disabilities	169	19	11.2%	58.0%	16.0%	21.0%	5.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
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Last updated: 1/11/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	50	46	92.0%	35.0%	35.0%	24.0%	7.0%
Male	50	22	44.0%	50.0%	32.0%	14.0%	5.0%
Female	50	24	48.0%	21.0%	38.0%	33.0%	8.0%
Black or African American	50	2	4.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	50	10	20.0%	--	--	--	--
Filipino	50	1	2.0%	--	--	--	--
Hispanic or Latino	50	22	44.0%	41.0%	45.0%	9.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	50	10	20.0%	--	--	--	--
Two or More Races	50	1	2.0%	--	--	--	--
Socioeconomically Disadvantaged	50	19	38.0%	21.0%	53.0%	21.0%	5.0%
English Learners	50	1	2.0%	--	--	--	--
Students with Disabilities	50	6	12.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
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 Level 4 = Standard exceeded

Last updated: 1/11/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	95.0%	87.0%	84.0%	50.0%	50.0%	46.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/11/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	84.0%
Male	86.0%
Female	82.0%
Black or African American	63.0%
American Indian or Alaska Native	--
Asian	88.0%
Filipino	--
Hispanic or Latino	74.0%
Native Hawaiian or Pacific Islander	--
White	90.0%
Two or More Races	93.0%
Socioeconomically Disadvantaged	76.0%
English Learners	--
Students with Disabilities	61.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/11/2016

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

UC/CSU Course Measure	Percent

2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	22.7%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

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

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

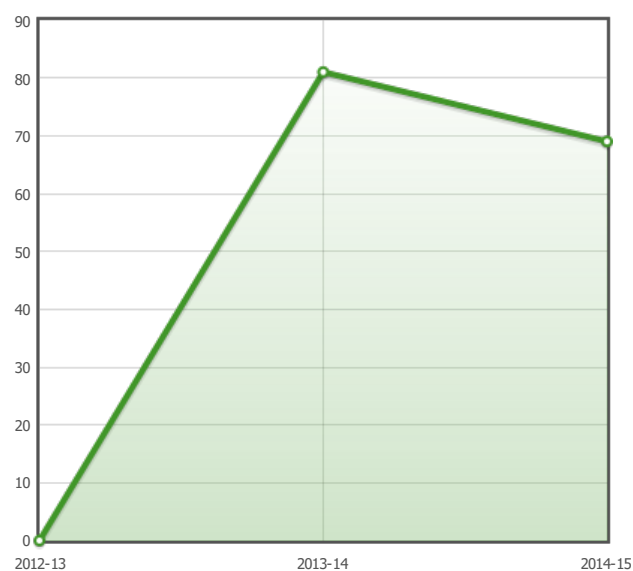
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	74.0%	66.0%	49.0%	47.0%	49.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	81.0%	69.0%	54.0%	56.0%	53.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced



Mathematics Percent of Students Scoring at Proficient or Advanced



Last updated: 1/11/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50.0%	25.0%	25.0%	46.0%	35.0%	18.0%
All Students at the School	34.0%	18.0%	48.0%	31.0%	39.0%	30.0%
Male	32.0%	18.0%	50.0%	26.0%	44.0%	29.0%
Female	37.0%	19.0%	44.0%	37.0%	33.0%	30.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	37.0%	21.0%	42.0%	37.0%	42.0%	21.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	32.0%	26.0%	42.0%	42.0%	32.0%	26.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	42.0%	15.0%	42.0%	31.0%	42.0%	27.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/11/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.8%	16.0%	52.1%
7	18.6%	23.5%	42.2%
9	27.8%	31.1%	15.6%

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: 1/11/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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

The following excerpt from Larchmont Charter School's board-approved School Handbook details the opportunities for parental involvement and the procedure for volunteering at school.

Parent Participation

Volunteer Policy

Parent volunteerism is key to the success of any school, but especially important at LCS. We rely on the volunteer support of our families to help us accomplish many important tasks.

Volunteer hours:

- Develop community involvement and interaction, which is essential to the quality of our school program;
- Keep our operational costs down;
- Enable our school to function well in day-to-day routines;
- Enable us to successfully plan events that raise money to support our school and build school and community involvement; and
- Enable us to apply for grants, as parent participation is a key element in most grant applications.

All families are encouraged to participate as much as possible as a volunteer to help support our school. Volunteering is not required and is not a criterion for continued enrollment, graduation, class placement or any other school-based decision. There are many committees that you are able to join. If you haven't done so already, complete the volunteer committee opportunities sign-up in the school office. Also, if it is determined by Larchmont staff that a particular volunteer position is not a good fit, it is at the discretion of Larchmont to assist the volunteer in finding a position for which they are better suited.

Does everyone need to register as a volunteer?

Yes! Everyone who volunteers at Larchmont Charter School needs to complete the Volunteer Application (which most of you already did in the Back to School Registration). Depending on what kind of volunteering you want to do, you may be required to submit proof of TB test results (current within the last 4 years) and background check as well. These tests help us keep all our students safe AND healthy.

What are the volunteer requirements?

Anyone volunteering at Larchmont Charter School, from helping with lunch to helping in the office, must complete the following:

1. Volunteer Application
2. Proof of negative TB Test, unless working off campus (must be current within the last 4 years)
3. DOJ (Department of Justice)/Livescan clearance only if you will be unsupervised by staff member with students.

Board Approved 10/2015 49

There are two types of on-campus volunteers:

Tier 1: Supervised Volunteers who have completed the application and submitted TB test results. Volunteers are able to offer support with on-campus activities while being supervised by a Larchmont Charter staff member.

Supervised volunteers refers to those that remain in the same room as a teacher and or staff member at all times- do NOT need to be fingerprinted. Examples include: working in the office with a staff member, supporting with Jog-a-Thon with staff members present.

Tier 2: Unsupervised Volunteers who have completed the application, submitted TB test results and have DOJ/Livescan clearance.

Unsupervised volunteer refers to situations and/or volunteer roles in which the volunteer will be alone with one or more students. Examples include one-to-one tutoring in a private space and facilitating yard supervision without a staff member nearby.

Does every volunteer require fingerprint clearance?

No! Only volunteers whose responsibilities may result in unsupervised work with students also require DOJ fingerprint/Livescan clearance. Volunteers who are supervised by a staff member do not need fingerprint clearance.

Background checks conducted with other companies/schools are not accepted. Agencies are not allowed to share confidential information. All background clearance information is completely confidential and solely for use by Larchmont Charter School.

Classroom Visits and Involvement

Teachers and parents must schedule this time together, after parents have obtained the necessary documentation and clearance for volunteering. When volunteering in the classroom, teachers will provide guidelines for how parents can support student learning. Distractions and interruptions should be minimized/avoided. In addition, personal and specific information regarding students' academic performance and/or social and emotional learning should not be discussed with other parents after visiting/volunteering.

Teachers need time to teach and to plan. Parents may not drop in unannounced. Each teacher will communicate to families the best way to contact them to schedule an

appointment, an observation, or volunteering.

For more information on parental involvement in school activities, please contact Esmeralda Barajas at (323) 380-7893 x302

State Priority: Pupil Engagement

Last updated: 1/11/2016

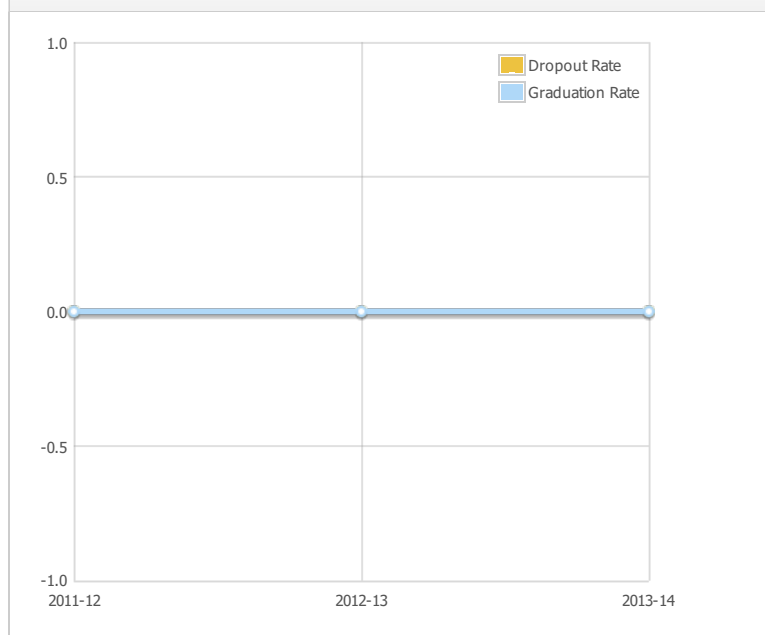
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	66.60	68.10	70.20	78.87	80.44	80.95

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



Last updated: 1/11/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	88	84
Black or African American	--	86	76
American Indian or Alaska Native	--	87	78
Asian	--	94	92
Filipino	--	92	96
Hispanic or Latino	--	88	81
Native Hawaiian or Pacific Islander	--	92	83
White	--	91	89
Two or More Races	--	92	82
Socioeconomically Disadvantaged	--	89	81
English Learners	--	32	50
Students with Disabilities	--	74	61
Foster Youth	--	--	--

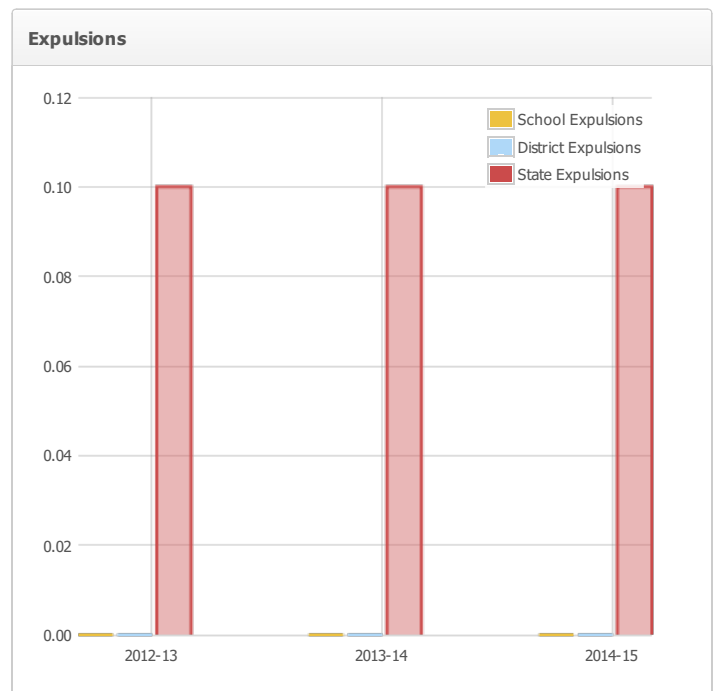
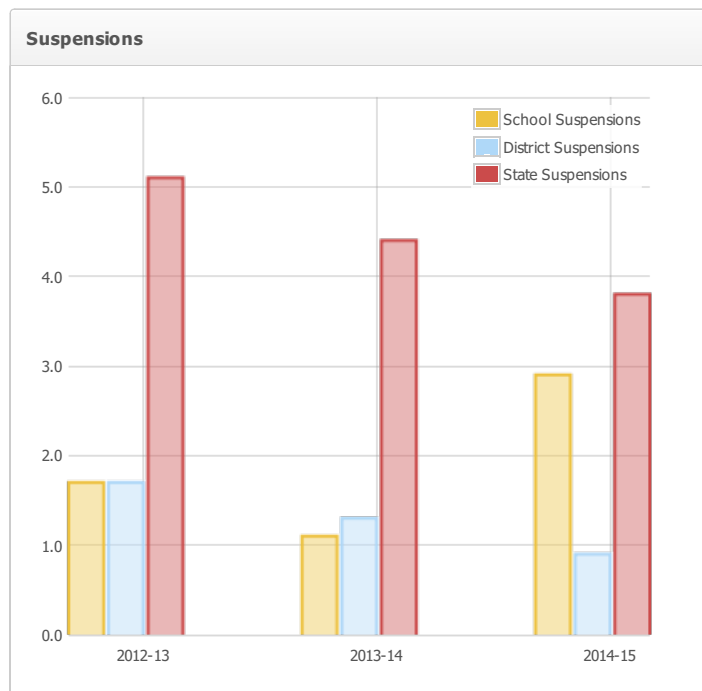
State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.7	1.1	2.9	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/11/2016

School Safety Plan - Most Recent Year

The school safety plan was last annually reviewed with staff on August 19, 2015 and with students on September 10, 2015. School Leaders reviewed the specifics of the school safety plan during the summer of 2015 as seen in the Agenda provided below:

July 28, 2015

EMERGENCY PROCEDURES

1. Review of Roles
2. Know where emergency supplies are (all staff)
3. Revision of School Emergency Response Team Master List
4. Student Rosters
5. Evacuation Maps

6. Buddy Teachers

7. Type of Drills

8. Documentation of Drills

9. Parent Reunification

a. Create parent release documents with emergency contacts

July 28, 2015

MEMO FOR EMERGENCY DRILLS

Each site is to conduct emergency drills and review emergency procedures for the following:

DRILL TYPE HOW OFTEN

Fire: First week of school, then once per month

Earthquake (Drop/Cover/Hold On): Each month and summer school

Take Cover or "Drop": Review once per semester, including

Lockdown/Shelter-In-Place: Review once per semester, including

1. The Dean will verify that all drills have been conducted as required by State, City, and Fire

Department regulations.

2. The Dean will log drills on the Emergency Drill Log Report & Emergency Fire Drill Record.

including summer school

summer school

summer school

a. Retain record at site for Fire Department Inspection.

The following link leads to a summary of the Emergency Response Guide:

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

Last updated: 1/11/2016

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 2014-15)

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

Last updated: 1/11/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

Last updated: 1/11/2016

Average Class Size and Class Size Distribution (Elementary)

Average Class Size and Number of Classes by School Year												
2012-13					2013-14					2014-15		
Grade Level	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		5		23.0		5		23.0		5	
1	22.0		5		23.0		5		23.0		5	
2	22.0		5		23.0		5		23.0		5	
3	22.0		5		23.0		5		23.0		5	
4	22.0		5		23.0		5		23.0		5	
5	23.0		5		24.0		5		24.0		5	
6	25.0		5		19.0	8	18		28.0	4	19	3
Other												

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

Last updated: 1/11/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	24.0	5	14		24.0	9	16	1	21.0	20	11	1
Mathematics	20.0	11	5		19.0	12	7	1	20.0	16	10	
Science	25.0	5	7		24.0	7	7	1	22.0	10	12	1
Social Science	25.0	5	9		24.0	5	9	1	21.0	9	15	

* 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: 1/11/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

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)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	2.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	5.0	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: 1/19/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10669.0	\$2435.0	\$8233.0	\$56372.0
District	N/A	N/A	\$0.0	\$68881.0
Percent Difference – School Site and District	N/A	N/A	100.0%	18.0%
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

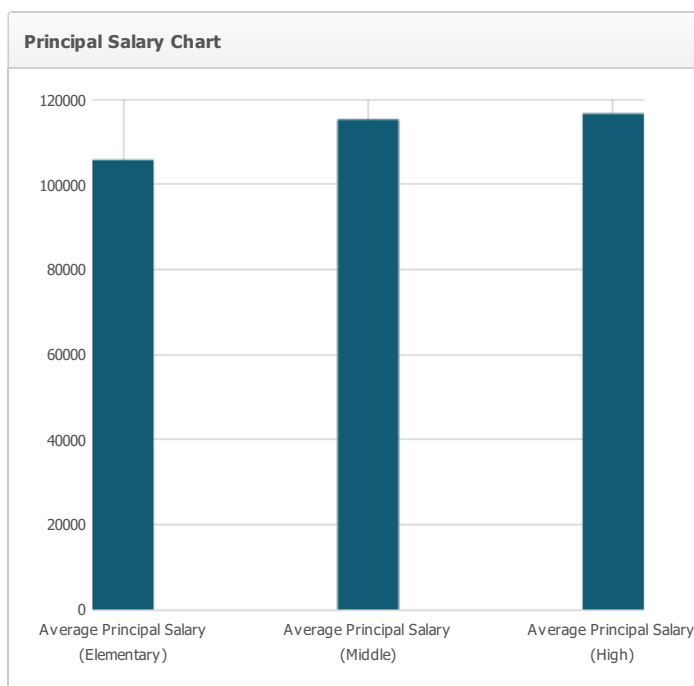
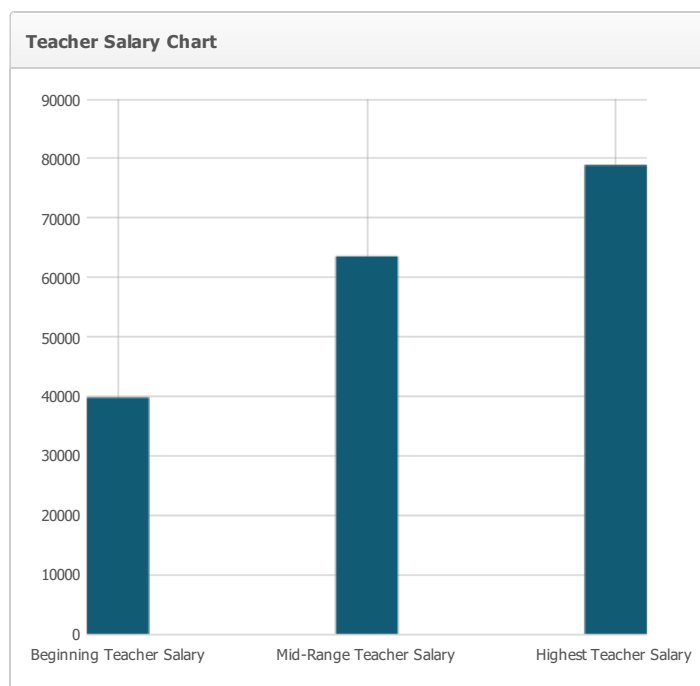
Note: Cells with N/A values do not require data.

Last updated: 1/11/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$43,165
Mid-Range Teacher Salary	\$63,553	\$68,574
Highest Teacher Salary	\$78,906	\$89,146
Average Principal Salary (Elementary)	\$105,723	\$111,129
Average Principal Salary (Middle)	\$115,222	\$116,569
Average Principal Salary (High)	\$116,595	\$127,448
Superintendent Salary	\$350,000	\$234,382
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: 1/14/2016

Advanced Placement Courses (School Year 2014-15)

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	2	N/A
All Courses	5	0.4%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/11/2016

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: 1/11/2016