

# Larchmont Charter School

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 and the county. 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 11th year of operation and serve a vibrant, richly diverse community of more than 1,400 students from Kindergarten to 12th grade, recently 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](mailto:info@larchmontcharter.org)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Larchmont Charter School
<b>Street</b>	444 N. Larchmont Blvd, Ste. 207
<b>City, State, Zip</b>	Los Angeles, Ca, 90004
<b>Phone Number</b>	323-380-7893
<b>Principal</b>	Amy Held, Executive Director
<b>E-mail Address</b>	<a href="mailto:info@larchmontcharter.org">info@larchmontcharter.org</a>
<b>Web Site</b>	<a href="http://www.larchmontcharter.org">www.larchmontcharter.org</a>
<b>County-District-School (CDS) Code</b>	19647330108928

*Last updated: 1/31/2017*

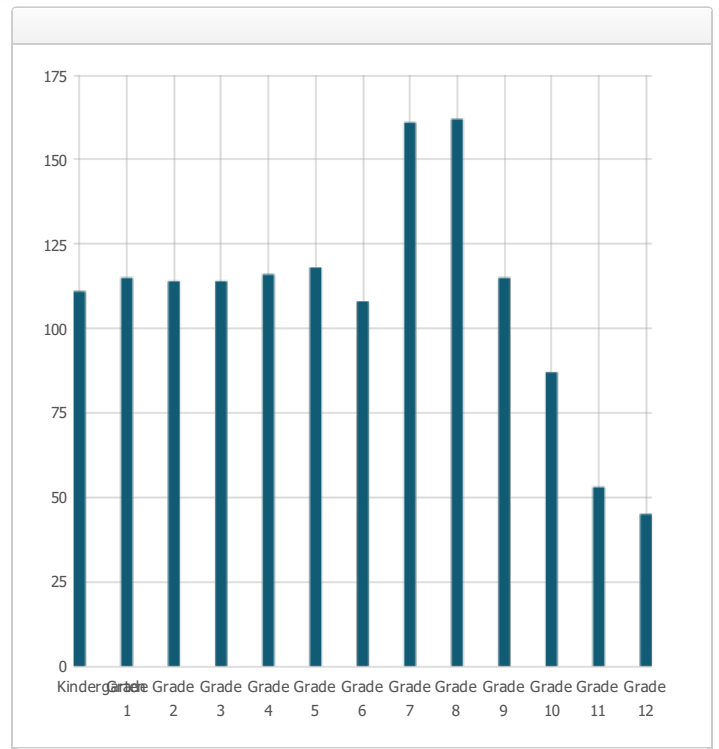
### School Description and Mission Statement (School Year 2016-17)

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: 1/31/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	111
Grade 1	115
Grade 2	114
Grade 3	114
Grade 4	116
Grade 5	118
Grade 6	108
Grade 7	161
Grade 8	162
Grade 9	115
Grade 10	87
Grade 11	53
Grade 12	45
<b>Total Enrollment</b>	<b>1419</b>



Last updated: 1/31/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.0 %
American Indian or Alaska Native	0.1 %
Asian	17.8 %
Filipino	2.0 %
Hispanic or Latino	30.6 %
Native Hawaiian or Pacific Islander	0.3 %
White	35.9 %
Two or More Races	8.1 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	39.8 %
English Learners	7.2 %
Students with Disabilities	10.4 %
Foster Youth	0.6 %

Last updated: 1/31/2017

## A. Conditions of Learning

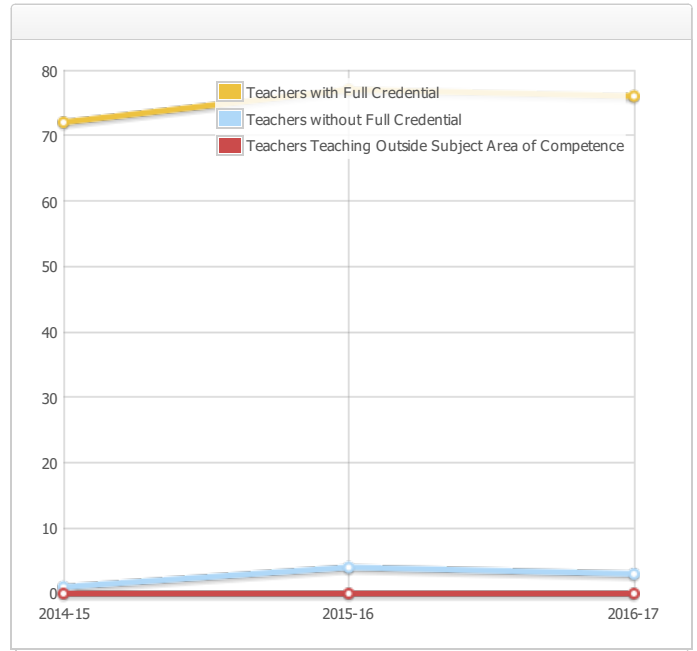
### State Priority: Basic

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

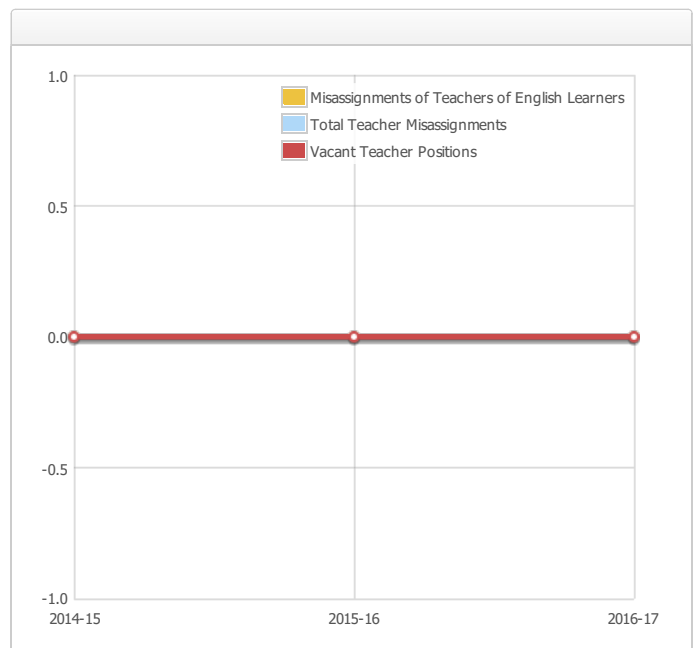
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	72	77	76	
Without Full Credential	1	4	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/31/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/31/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

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		0.0 %
Mathematics	Everyday Math (Kindergarten - Grade 5) College Preparatory Math (Grades 6-12)		0.0 %
Science	Investigating Earth Systems (AGI/It's About Time) California Focus on Physical Science (Prentice Hall)		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)		0.0 %
Foreign Language	Spanish: Realidades (Prentice Hall)		0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/31/2017*

## School Facility Conditions and Planned Improvements

Official Inspection Report:

[https://www.dropbox.com/s/fc7tnlvpc5fynqi/LFP\\_Health\\_Dept\\_Approval.pdf?dl=0](https://www.dropbox.com/s/fc7tnlvpc5fynqi/LFP_Health_Dept_Approval.pdf?dl=0)

*Last updated: 1/31/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

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

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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*Last updated: 1/31/2017*

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	76.0%	70.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	61.0%	62.0%	25.0%	29.0%	34.0%	36.0%

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.

*Last updated: 1/31/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	115	113	98.3%	64.6%
Male	67	65	97.0%	64.6%
Female	48	48	100.0%	64.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.0%	73.3%
Filipino	--	--	--	--
Hispanic or Latino	35	33	94.3%	57.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100.0%	68.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.8%	59.1%
English Learners	13	12	92.3%	41.7%
Students with Disabilities	17	16	94.1%	37.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	118	109	92.4%	73.4%
Male	54	50	92.6%	72.0%
Female	64	59	92.2%	74.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	75.0%
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.0%	53.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	48	85.7%	85.4%
Two or More Races	13	12	92.3%	75.0%
Socioeconomically Disadvantaged	42	39	92.9%	64.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	119	117	98.3%	79.5%
Male	59	58	98.3%	75.9%
Female	60	59	98.3%	83.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.0%	77.8%
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.0%	53.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.2%	92.5%
Two or More Races	18	17	94.4%	88.2%
Socioeconomically Disadvantaged	32	32	100.0%	62.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	109	101	92.7%	72.3%
Male	56	55	98.2%	67.3%
Female	53	46	86.8%	78.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	80.0%
Filipino	--	--	--	--
Hispanic or Latino	32	31	96.9%	58.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	30	83.3%	76.7%
Two or More Races	15	15	100.0%	80.0%
Socioeconomically Disadvantaged	38	37	97.4%	67.6%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.7%	9.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	161	155	96.3%	69.7%
Male	85	82	96.5%	61.0%
Female	76	73	96.1%	79.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100.0%	84.6%
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.6%	45.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	50	94.3%	80.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	69	98.6%	62.3%
English Learners	--	--	--	--
Students with Disabilities	17	16	94.1%	6.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	162	155	95.7%	63.2%
Male	88	84	95.5%	58.3%
Female	74	71	96.0%	69.0%
Black or African American	15	14	93.3%	64.3%
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100.0%	58.3%
Filipino	--	--	--	--
Hispanic or Latino	45	44	97.8%	45.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	56	91.8%	75.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	61	98.4%	55.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	50	48	96.0%	66.7%
Male	27	26	96.3%	65.4%
Female	23	22	95.7%	68.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.0%	90.9%
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	56.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	10	83.3%	70.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.0%	63.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	115	113	98.3%	69.0%
Male	67	65	97.0%	70.8%
Female	48	48	100.0%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.0%	66.7%
Filipino	--	--	--	--
Hispanic or Latino	35	33	94.3%	48.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100.0%	83.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.8%	52.3%
English Learners	13	12	92.3%	33.3%
Students with Disabilities	17	16	94.1%	62.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	118	109	92.4%	78.0%
Male	54	50	92.6%	82.0%
Female	64	59	92.2%	74.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.0%	42.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	48	85.7%	89.6%
Two or More Races	13	12	92.3%	83.3%
Socioeconomically Disadvantaged	42	39	92.9%	66.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*



**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	119	117	98.3%	75.2%
Male	59	58	98.3%	77.6%
Female	60	59	98.3%	72.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.0%	77.8%
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.0%	46.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.2%	83.0%
Two or More Races	18	17	94.4%	94.1%
Socioeconomically Disadvantaged	32	32	100.0%	65.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	109	100	91.7%	58.0%
Male	56	54	96.4%	57.4%
Female	53	46	86.8%	58.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	65.0%
Filipino	--	--	--	--
Hispanic or Latino	32	31	96.9%	38.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	29	80.6%	69.0%
Two or More Races	15	15	100.0%	66.7%
Socioeconomically Disadvantaged	38	37	97.4%	48.7%
English Learners	--	--	--	--
Students with Disabilities	12	10	83.3%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	161	155	96.3%	58.7%
Male	85	82	96.5%	59.8%
Female	76	73	96.1%	57.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100.0%	88.5%
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.6%	29.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	50	94.3%	72.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	69	98.6%	42.0%
English Learners	--	--	--	--
Students with Disabilities	17	16	94.1%	18.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	162	154	95.1%	50.7%
Male	88	83	94.3%	50.6%
Female	74	71	96.0%	50.7%
Black or African American	15	14	93.3%	28.6%
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100.0%	58.3%
Filipino	--	--	--	--
Hispanic or Latino	45	43	95.6%	34.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	56	91.8%	60.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	61	98.4%	44.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	50	48	96.0%	33.3%
Male	27	26	96.3%	30.8%
Female	23	22	95.7%	36.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.0%	72.7%
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	25.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	10	83.3%	20.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.0%	31.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	87.0%	84.0%	76.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/31/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	369	356	96.5%	76.1%
Male	192	186	96.9%	79.0%
Female	177	170	96.1%	72.9%
Black or African American	18	17	94.4%	58.8%
American Indian or Alaska Native	--	--	--	--
Asian	64	64	100.0%	82.8%
Filipino	12	12	100.0%	58.3%
Hispanic or Latino	113	112	99.1%	58.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	127	120	94.5%	88.3%
Two or More Races	31	30	96.8%	93.3%
Socioeconomically Disadvantaged	140	139	99.3%	69.1%
English Learners	--	--	--	--
Students with Disabilities	28	24	85.7%	29.2%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/31/2017

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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: 1/31/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	348.0%
2014-15 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 area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8%	14.5%	29.1%
7	13.5%	16.8%	35.5%
9	22.6%	35.7%	29.6%

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: 1/31/2017



## 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 (School Year 2016-17)

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

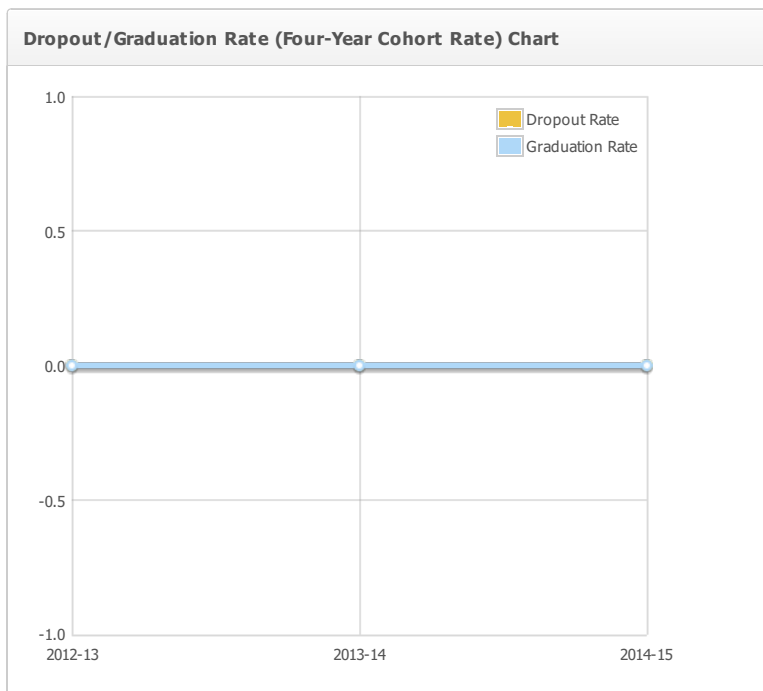
Last updated: 1/31/2017

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	82.80	82.60	83.30	80.44	80.95	82.27



Last updated: 1/31/2017

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	86	85
Black or African American	--	82	77
American Indian or Alaska Native	--	80	75
Asian	--	90	99
Filipino	--	91	97
Hispanic or Latino	--	86	84
Native Hawaiian or Pacific Islander	--	86	85
White	--	88	87
Two or More Races	--	93	91
Socioeconomically Disadvantaged	--	86	77
English Learners	--	39	51
Students with Disabilities	--	57	68
Foster Youth	--	--	--

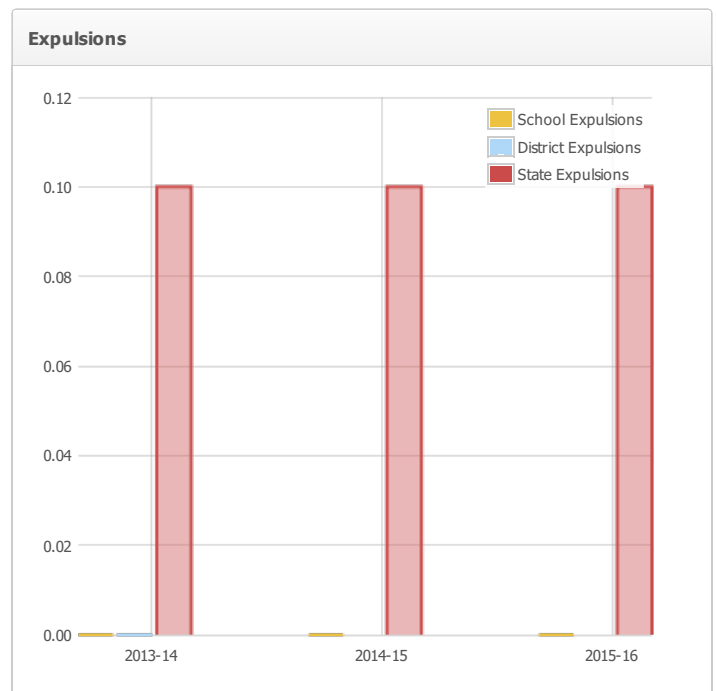
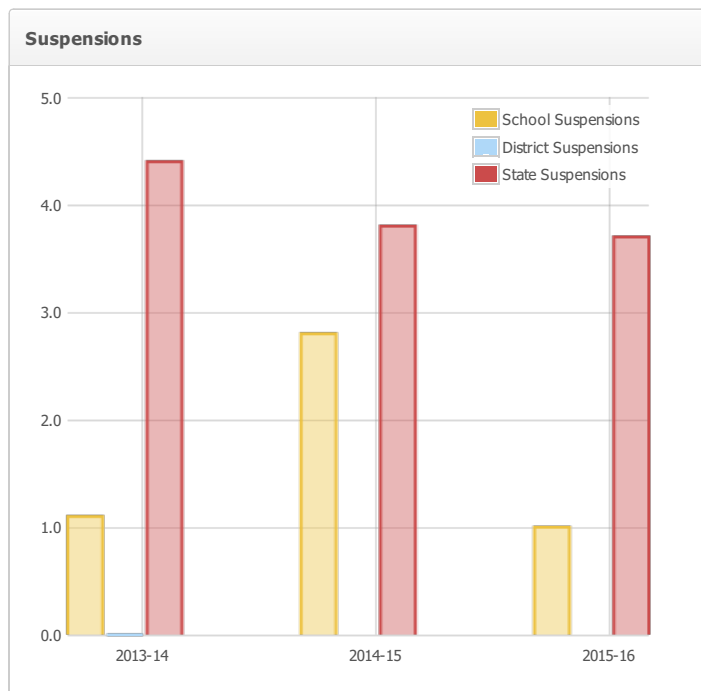
# State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.1	2.8	1.0				4.4	3.8	3.7
Expulsions	0.0	0.0	0.0				0.1	0.1	0.1



Last updated: 2/15/2017

## School Safety Plan (School Year 2016-17)

The school safety plan was last annually reviewed with staff on August 22, 2016 and with students on September 6, 2016. School Leaders reviewed the specifics of the school safety plan during the summer of 2016 as seen in the Agenda provided below:

August 22, 2016

### 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

#### 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: 1/31/2017*

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

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

Grade Level	2013-14			2014-15			2015-16					
	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	23.0	0	5	0	23.0	0	5	0	23.0	0	5	0
1	23.0	0	5	0	23.0	0	5	0	23.0	0	5	0
2	23.0	0	5	0	23.0	0	5	0	23.0	0	5	0
3	23.0	0	5	0	23.0	0	5	0	23.0	0	5	0
4	23.0	0	5	0	23.0	0	5	0	23.0	0	5	0
5	24.0	0	5	0	24.0	0	5	0	24.0	0	5	0
6	19.0	8	18	0	28.0	4	19	3	28.0	0	13	0
Other	0.0	0	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: 1/31/2017

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

Subject	2013-14				2014-15				2015-16			
	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	9	16	1	21.0	20	11	1	21.0	25	0	0
Mathematics	19.0	12	7	1	20.0	16	10	0	20.0	25	0	0
Science	24.0	7	7	1	22.0	10	12	1	23.0	28	3	0
Social Science	24.0	5	9	1	21.0	9	15	0	22.0	28	2	0

\* 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: 1/31/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8.0	173.0
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: 1/31/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10315.0	\$2867.0	\$7448.0	\$54969.0
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/31/2017



## Types of Services Funded (Fiscal Year 2015-16)

Step through our doors and you will see the mission of Larchmont Charter School - - academic achievement, diversity, and dedication to the improving our world - - come to life!

You will see it in Morning Meetings where students are given the opportunity to not only practice literacy and math concepts, but also to build cohesion as a community as they greet each other and share important life experiences.

You will see it during Reading Groups where all students receive daily, small-group ELA (English Language Arts) instruction in the analytics of reading, literature appreciation, vocabulary development, and communication and writing skills.

You will see it in our use of the Everyday Math curriculum as students work with hands-on materials to problem-solve using multiple strategies, thereby fostering true proficiency.

You will see it in our Signature Projects – one of the most important hallmarks of our school. Signature Projects propel students to be stewards of positive change as they participate in meaningful service to their communities. Based on principles of eco-literacy and social justice, each student embarks upon a 2-year continuum around a signature project grounded in a project based learning approach. For Hero Projects, for example, third graders research national heroes and then design and facilitate an action project in support of a beneficiary of their choosing.

You will see it in our weekly enrichment classes (art, music, PE, gardening and cooking), which are not considered a luxury at Larchmont, but rather an integral part of child development and personal expression.

You will see it in our instructional model known as looping. Looping is where the teacher stays with a group of students for two full academic years – for example, teaching them all in kindergarten the first year, then teaching the same group in 1st grade the following year. Looping allows for teachers to more deeply develop relationships with students and families and to better gauge student strengths and needs.

You will see it every Friday morning during School Sing assembly when our entire community gathers together to sing and view student presentations.

You will see it reflected in our Edible Schoolyard affiliation with the Alice Waters Foundation. Our Edible Schoolyard program teaches children not only to garden, plant and harvest food as part of our biological science program, but it provides a delicious and nutritious hot lunch prepared each day in our very own kitchen at the Larchmont Fairfax campus.

You will see it in our school field trips that enrich the curriculum and give children the opportunity to learn in real-world settings.

You will also see it in the way we complement our strong academic preparation with social and emotional development as we gather in Community Groups to bridge connections between our older and younger students; as we teach conflict resolution through the UCLA program known as Cool Tools; or as we highlight the pillars of our character education program, known as the ESLRs (Every Student Learns and Respects), in our classrooms and common areas.

Today, Larchmont Charter School at Hollygrove is a thriving campus that is home to 400 students from Transitional Kindergarten through fourth grade. The Hollygrove campus houses 18 classrooms. Our staff is comprised of 18 Lead Classroom Teachers, one full time Reading Specialist, six talented Enrichment Teachers, three Resource Specialists, and one school psychologist. Our dedicated staff strive daily to maintain a constructivist approach to education that encompasses interdisciplinary instruction around academic subjects. One goal is for our students to use their academics to be a collaborative, respectful, and active community member. Our class Signature Projects include research and action based results. Students become an active learner and community member. Our students learn not only how to succeed in academia, but also to flourish in visual and performing arts. Students have a diverse assortment of enrichment classes in art, music, cooking, Edible School Yard, Improv and physical education. A second goal that we have is for our students to love learning and never stop learning. The students take their learning from the classroom to the playground and then to the family dinner table.

In 5th-6th at Selma, students continue with physical education and have access to Spanish elective classes. In addition, an elective program begins which allows students to select their own classes for two periods a week. Electives last for a trimester each, thus allowing students to sample different elective classes each year. Our goal is to allow students a chance to dive deeply into areas of interest or explore new and unknown skills and talents as they plan for their elective path through the high school years.

Electives in middle school have historically included a wide variety of visual and performing arts, running, computer programming, creative writing, Fantasy Football, academic support, storytelling, competition in the Southern California Junior Forensics League, intramural and competitive sports, cooking and gardening through our participation in the Edible School Yard Project, Improv, art, music, student council, graphic design, journalism, photography, theater, chess, coding, yoga, dance, and much more.

LFP offers students in grades 7-12 the opportunity to try a variety of sports including: soccer, track, basketball, volleyball, and more as the program grows. A vibrant arts program includes chorus, theatre, dance and more. Larchmont has a robust spoken-word program, which begins in our elementary program and grows through high school to include poetry slam, speech and debate, and a literary magazine (coming soon!). The daily schedule includes Extended Lunch, a half hour period after lunch when student clubs meet. Current students have taken the initiative to secure faculty advisors and found clubs that match their interests, such as the Coding Club, Basketball Club, Anime, Dance, Mentorship, Volunteer and UNICEF Clubs. In addition, our Student Leadership and Yearbook groups meet during this time. Extended Lunch provides an opportunity for students to make decisions about how to engage their interests and utilize the academic supports available to them every day at this time.

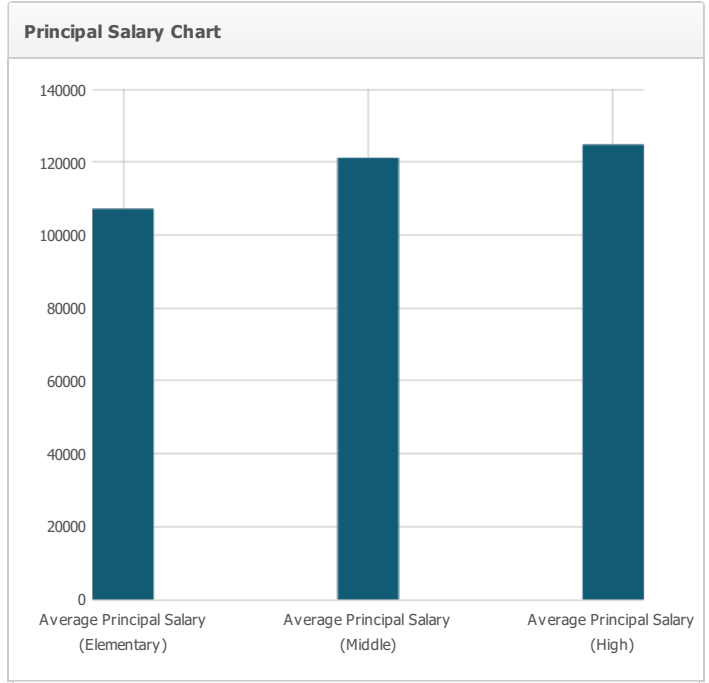
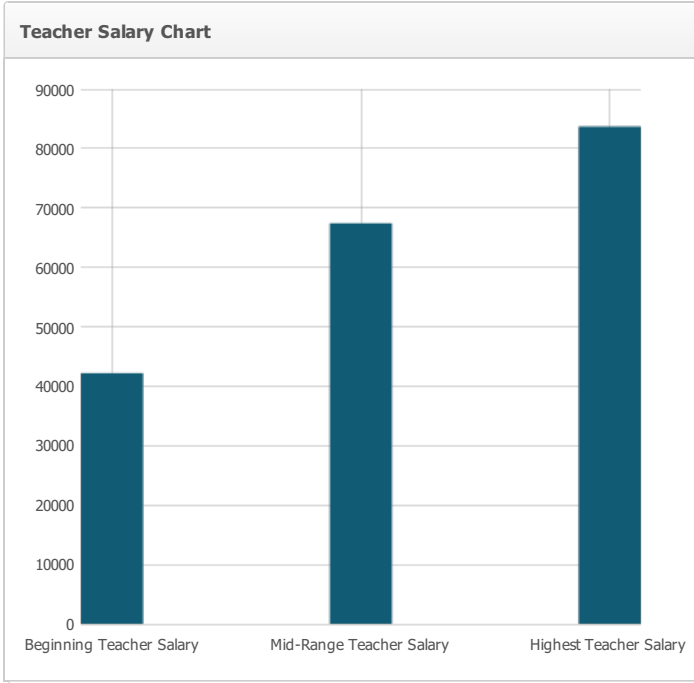
*Last updated: 1/31/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631

Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
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: 1/31/2017

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	9	65.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/31/2017*

## Professional Development

There are 14 days provided for professional development yearly. Staff focus on maintenance and growth within their subject areas during weekly meetings after school, attending conferences, and teacher peer mentoring. The following is an example PD day schedule:

### Larchmont Charter K-8 Professional Development Schedule

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: 1/31/2017*