

# Larchmont Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and 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

#### About Our School

Hello and welcome to Larchmont Charter School! We are in our 12th year of operation and serve a vibrant, richly diverse community of more than 1,400 students from Kindergarten to 12th grade, having graduated 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*  
444 N Larchmont Blvd  
Los Angeles, CA 90004

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

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<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 2017-18)	
<b>School Name</b>	Larchmont Charter
<b>Street</b>	444 N Larchmont Blvd
<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">http://www.larchmontcharter.org</a>
<b>County-District-School (CDS) Code</b>	19647330108928

*Last updated: 1/31/2018*

### School Description and Mission Statement (School Year 2017-18)

The mission of Larchmont Charter School is to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. With participation from our community, we strive to instill in each student a dedication to improving the world we inhabit.

Larchmont Charter School was founded by parents who had a vision for a different kind of school. At the time of its founding, the neighborhood public schools were largely segregated and had a back to basics, stripped down, one-size fits all, scripted curriculum and very little parent involvement. They wanted a school that fully reflected the rich diversity of LA, a school with a more inspired approach to teaching and a school that would embrace parents as partners in strengthening the school and instilling in our kids a dedication to improving the world.

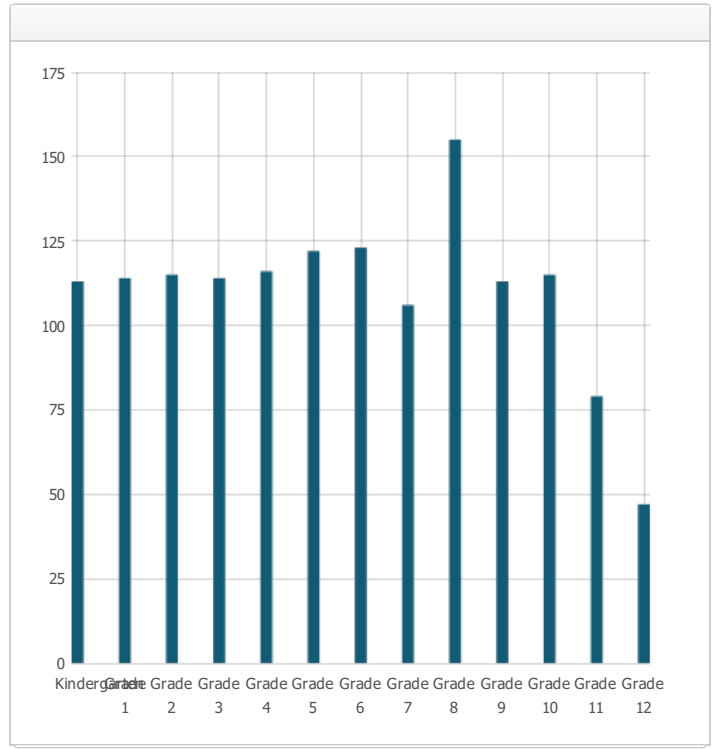
Larchmont is a constructivist school. Constructivism is a theory of learning which holds that each of us has a unique schema of the world based on our lived experience and that by interacting with our environment we make connections to what we already know and construct new meaning. It is therefore essential that we know our students well to be able to meet them where they are and grow from there. We do this through small class size, looping, longer periods of instruction, and a focus on social emotional development and community K-12.

Learning is seen as an active process. Diversity is core to our model because it is through ensuring a richly diverse environment – of both people and programming – that we create the setting for learning to occur. The diversity of our community provides students the opportunities to interact and benefit from students and staff from disparate backgrounds often resulting in a variety of perspectives leading to diversity of thought and increasing critical and creative thinking. The diversity in the program – both the interdisciplinary project based learning and the rich array of enrichment and elective offerings – music, art, movement, cooking, gardening, improvisation and more K-12 – tap into our students' multiple intelligences and facilitate them making connections across the curriculum. This is the power of our model.

*Last updated: 2/1/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	113
Grade 1	114
Grade 2	115
Grade 3	114
Grade 4	116
Grade 5	122
Grade 6	123
Grade 7	106
Grade 8	155
Grade 9	113
Grade 10	115
Grade 11	79
Grade 12	47
<b>Total Enrollment</b>	<b>1432</b>



*Last updated: 1/5/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	4.9 %
American Indian or Alaska Native	0.0 %
Asian	18.8 %
Filipino	2.4 %
Hispanic or Latino	29.7 %
Native Hawaiian or Pacific Islander	0.3 %
White	34.1 %
Two or More Races	9.6 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.7 %
English Learners	6.7 %
Students with Disabilities	9.4 %
Foster Youth	0.3 %

*Last updated: 1/5/2018*

## A. Conditions of Learning

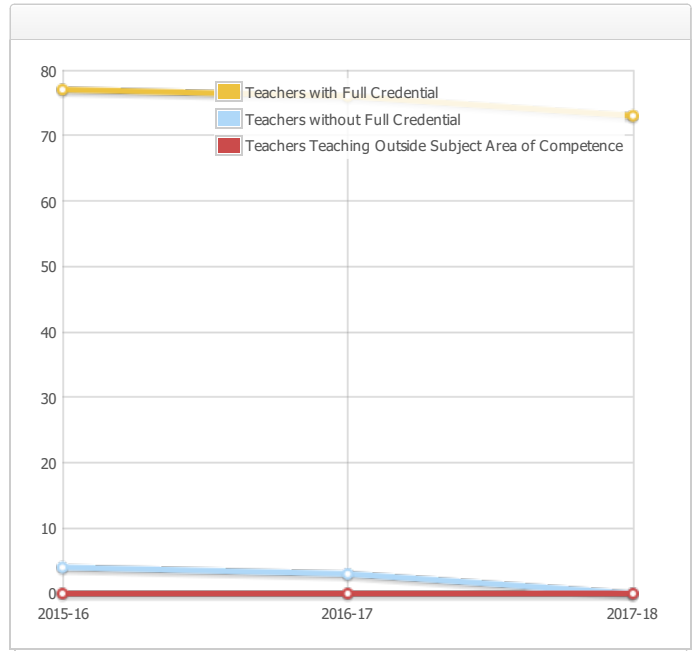
### State Priority: Basic

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

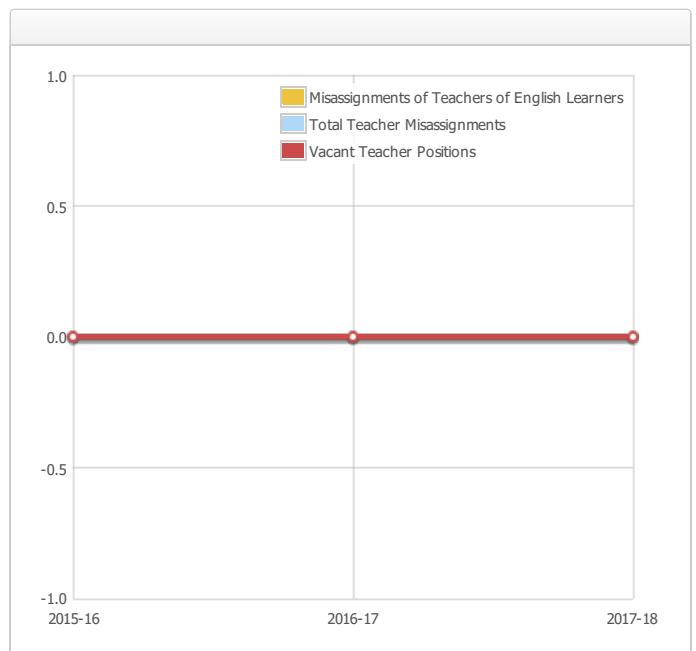
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	77	76	73	21842
Without Full Credential	4	3	0	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830



Last updated: 1/31/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/5/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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: 1/5/2018*

## 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: 1/5/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

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 2018

Overall Rating	Good
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*Last updated: 1/5/2018*

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	70%	72%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	62%	63%	29%	30%	36%	37%

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: 1/5/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	811	797	98.27%	72.15%
Male	432	425	98.38%	67.76%
Female	379	372	98.15%	77.15%
Black or African American	27	27	100.00%	44.44%
American Indian or Alaska Native				
Asian	147	147	100.00%	84.35%
Filipino	12	12	100.00%	50.00%
Hispanic or Latino	245	242	98.78%	55.37%
Native Hawaiian or Pacific Islander	--	--	--	
White	290	280	96.55%	81.43%
Two or More Races	86	85	98.84%	80.00%
Socioeconomically Disadvantaged	304	300	98.68%	63.67%
English Learners	95	95	100.00%	53.68%
Students with Disabilities	88	87	98.86%	34.48%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/5/2018*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	811	796	98.15%	63.07%
Male	432	425	98.38%	63.76%
Female	379	371	97.89%	62.26%
Black or African American	27	26	96.30%	38.46%
American Indian or Alaska Native				
Asian	147	147	100.00%	85.03%
Filipino	12	12	100.00%	33.33%
Hispanic or Latino	245	242	98.78%	38.02%
Native Hawaiian or Pacific Islander	--	--	--	
White	290	280	96.55%	74.29%
Two or More Races	86	85	98.84%	71.76%
Socioeconomically Disadvantaged	304	300	98.68%	51.33%
English Learners	95	95	100.00%	51.58%
Students with Disabilities	88	85	96.59%	28.24%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/5/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	84.0%	76.0%	46.0%	46.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/5/2018*

**Career Technical Education Participation (School Year 2016-17)**

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: 1/5/2018*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	24.7%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	18.0%	30.3%	34.4%
7	17.6%	25.5%	21.6%
9	24.8%	24.8%	32.1%

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: 1/5/2018

## 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 2017-18)

As a school that was founded by parents, parent involvement is in the DNA of our school. Parents do so much for our school and have opportunities to serve on the board, on site council, on fundraising and outreach committees. They also help out in tons of other ways - they serve lunch and help with carpool, they help in the classroom and in the office, and lead major community-builders and fundraisers. Finally, there are parent coffees and meetings, stakeholder satisfaction surveys and student led parent teacher conferences twice a year which are additional opportunities for parents to get involved and stay connected with the school.

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.

### State Priority: Pupil Engagement

*Last updated: 2/1/2018*

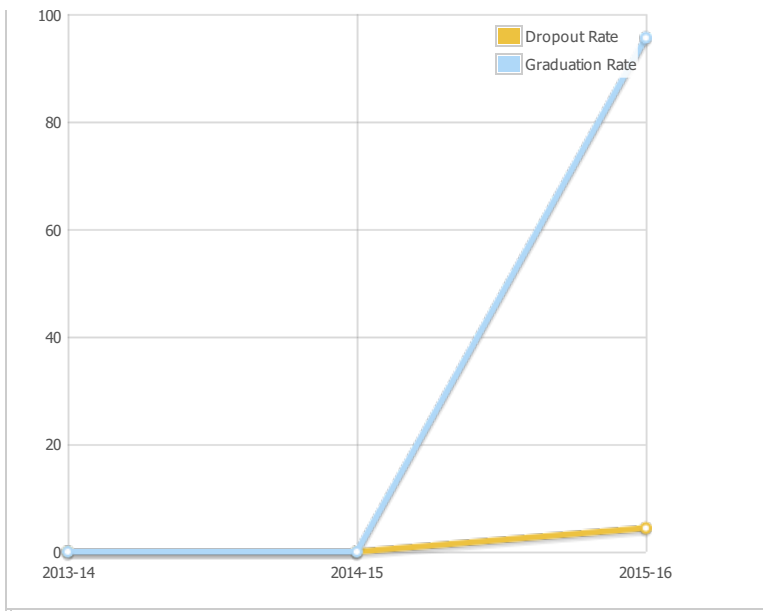
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	4.4%	0.0%	0.0%	13.7%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	95.6%	70.0%	72.0%	75.0%	81.0%	82.3%	83.8%

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



*Last updated: 1/5/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	93.5%	86.9%	87.1%
Black or African American	100.0%	82.9%	79.2%
American Indian or Alaska Native	0.0%	81.7%	80.2%
Asian	63.6%	89.2%	94.4%
Filipino	100.0%	90.1%	93.8%
Hispanic or Latino	100.0%	87.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	88.8%	86.6%
White	100.0%	86.0%	91.0%
Two or More Races	100.0%	83.3%	90.6%
Socioeconomically Disadvantaged	100.0%	87.9%	85.5%
English Learners	0.0%	38.2%	55.4%
Students with Disabilities	100.0%	59.2%	63.9%
Foster Youth	0.0%	82.7%	68.2%

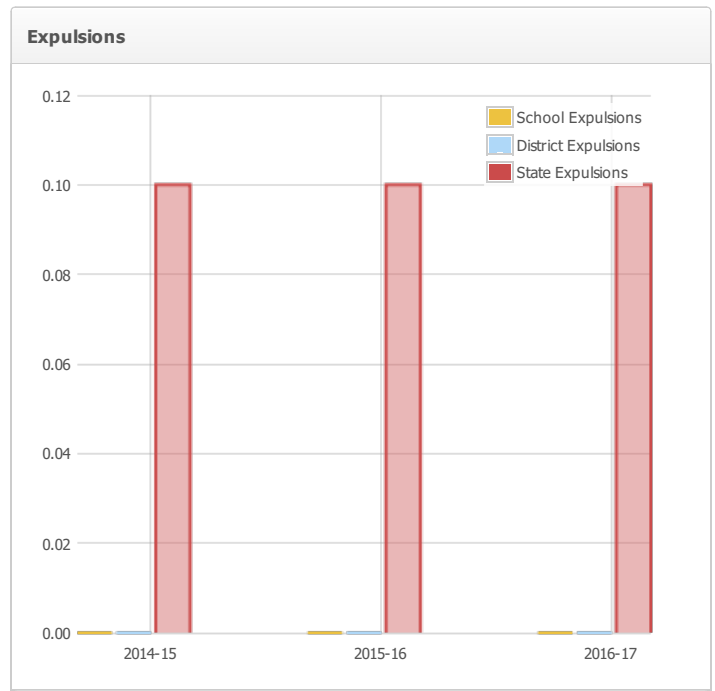
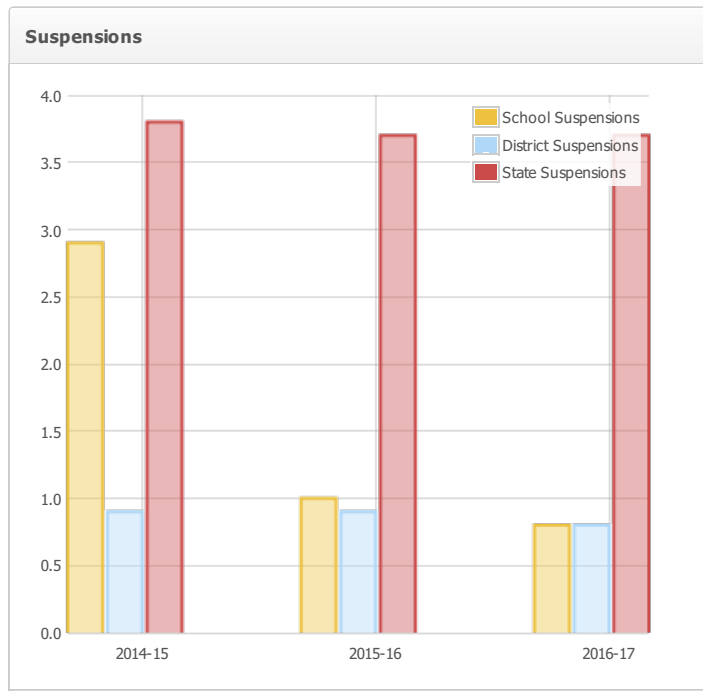
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.9%	1.0%	0.8%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/5/2018

## School Safety Plan (School Year 2017-18)

The school safety plan was last annually reviewed with staff on August 16, 2017 and with students on September 5, 2017. School Leaders reviewed the specifics of the school safety plan during the summer of 2017 as seen in the Agenda provided below:

August 16, 2017

### 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: 1/5/2018*

## 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 2017-18)

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	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

*Last updated: 1/5/2018*

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

Grade Level	2014-15				2015-16				2016-17			
	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	28.0	4	19	3	24.0	4	14	0	25.0	1	24	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: 1/5/2018*

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

Subject	2014-15				2015-16				2016-17			
	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	21.0	20	11	1	21.0	19	23	0	22.0	15	24	0
Mathematics	20.0	16	10	0	20.0	16	16	0	21.0	14	15	0
Science	22.0	10	12	1	23.0	9	21	1	22.0	13	15	0
Social Science	21.0	9	15	0	22.0	17	12	1	22.0	11	18	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: 1/5/2018*

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8.0	179.0
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: 1/5/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11265.3	\$2581.4	\$8684.0	\$51816.1
District	N/A	N/A	\$7038.0	--
Percent Difference – School Site and District	N/A	N/A	20.9%	--
State	N/A	N/A	\$6574.0	--
Percent Difference – School Site and State	N/A	N/A	27.7%	--

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

*Last updated: 2/1/2018*

## Types of Services Funded (Fiscal Year 2016-17)

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 over 300 students from Transitional Kindergarten through fourth grade. The Hollygrove campus houses 15 classrooms. Our staff is comprised of 15 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.

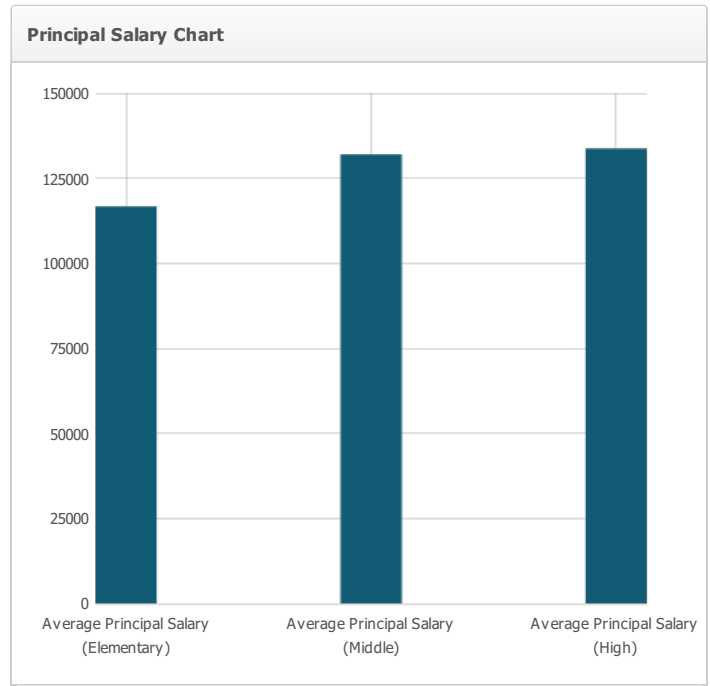
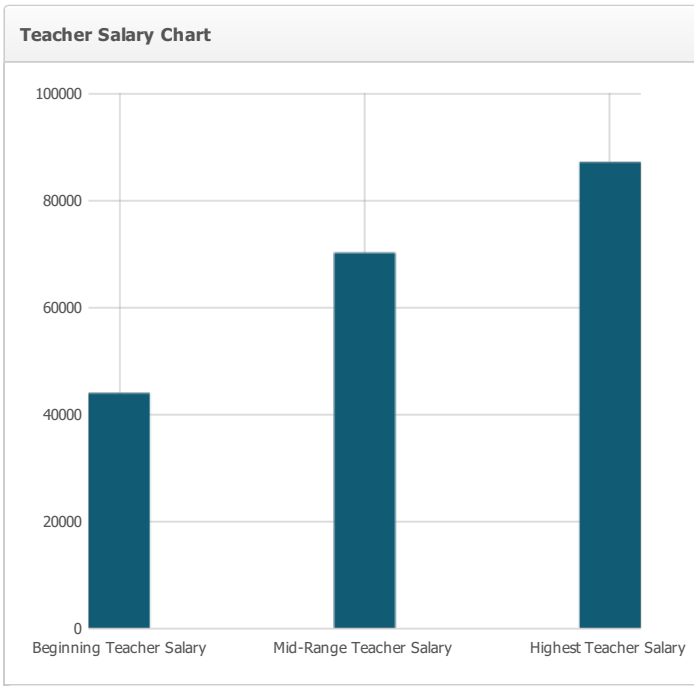
*Last updated: 1/5/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555

Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
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: 1/5/2018

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	9	8.4%

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

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

*Last updated: 1/5/2018*

**Professional Development**

There are the equivalent of 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:

**Objective**

Gain a deeper understanding of constructivist learning theory and the application of that theory into instruction

Teachers will walk away with exposure to key constructivist vocabulary and a more informed perspective of this core Larchmont best practice and more developed common language around constructivism.

**Guiding Questions:**

Part 1: What is constructivism? What does it mean? Why does it matter?

Part 2: What does it look like in the classroom?

**Big Ideas & Vocabulary:**

Core concept: co-construction of knowledge around LCS vision for learning

Constructivism Inquiry Metacognition

Cognitive Schema Integrated Curriculum Collaborative Learning

Zone of Proximal Development Student Life Experience

8:15-9:00

Welcome and Frontload: bathroom locations, technology expectations, parking lot

Icebreaker: Put yourselves in order by how long you've been in education without talking. What suggestions do you have for how to put yourselves in order with someone who has been in education "the same" amount of time as you?

Share out with Whip Around - name, subject, # years at Larchmont, # years teaching

Number off 1 to 10 (groups of 5)

Frontload: Silent Signal

Go to table group, find 1 item in your bag that represents you & share name & teaching assignment for 1 minute.

9:00-10:30

(In Table Groups) Save the Last Word for Me & Synthesizing Statement & Gallery Walk

Operationalizing: Baseline Understanding of Constructivist Learning Theory

Need to frontload to group and address structural differences from when the document was written and how LCS is structurally arranged now: "A charter document is revised every five years in order to give context to the philosophical components that drive the school vision. Our charter document was last revised in 2013 and reflects the k-12 structures that were in place at that time. The LCS reorganization for the 16-17 school year has impacted many k-12 structures. Our focus today is on the philosophical components that drive our mission."

Article: How Learning Best Occurs

Save the Last Word for Me: around the article. Need 2 index cards per participant.

On chart paper, write a synthesizing statement regarding what the group's understanding of constructivism. Gallery Walk into break

10:30-10:40

Break - Frontload coming back to seats by discipline

10:40-11:45

Grouped by discipline

Math: all Selma math teachers go to math group

English:

Science:

History:

World Language:

Arts/PE:

Watch the video...(HS) Socratic Seminar (10:26): <https://www.teachingchannel.org/videos/prepare-for-socratic-seminar-ousd>

Reflection Form: Video & Exit

Video Reflection Form:

Strategies

What do you see?

Connections to Constructivism

Why is this important?

Dialogue around each question and then individually write

Review strategies discussed/modeled at the PD before Exit Slip

Exit Slip:

What "squares" with your thinking?

What "three points" do you want to remember?

What questions are still "circling" around?

How might these "shape" your instructional practice in the future?

Next session at Fairfax Campus (1265 N Fairfax Ave, West Hollywood, CA 90046). The address on the agenda.

Lunch is provided.

If lunch on your own, then sign in by 12:45pm



Times

Section

Facilitator

8:15-9:00am

-Ice Breaker

-Charting strategies and moves throughout

Michelle

9:00-10:30am

Save the Last Word, Synthesizing Statement, and Gallery Walk

Mandy

10:40-11:20am

Video and Dialogue

Kelly

11:20-11:35am

Exit Slip/Reflection

Mike

Materials

-Agenda

-Article

-Save the Last Word Protocol

-2 Notecards per person for save the last word

-1 Notecard with video observation and 4 shape questions

-Chart paper and markers for synthesizing statements

-Video and sound tech, projector

-Signs for each discipline

-Sign-in

Video Options:

(MS) Heat Loss Science Project (13:19): <https://www.teachingchannel.org/videos/stem-lesson-ideas-heat-loss-project>

(Inter-HS) Movement & Groups for Conversation (3:21): <https://www.teachingchannel.org/videos/conver-stations-strategy>

(Inter-Mid) 5 Roles in Literature Circles (4:27): <https://www.teachingchannel.org/videos/literature-circles>

(Inter-Mid) Building Character with Lab Stations (5:47): <https://www.teachingchannel.org/videos/student-character-development>

(HS) Collaborative Work with Transformations (3:47): <https://www.teachingchannel.org/videos/transformations-lesson-ccssmdc>

(Mid-HS) Collaborative Work Learning from Mistakes (2:51):

<https://www.teachingchannel.org/videos/students-learn-from-mistakes-ccssmdc>

(HS) Make it Constructivist (first 7 mins): <https://www.youtube.com/watch?v=8sm1ZXQzXXo>

*Last updated: 2/1/2018*