Local Control Accountability Plan and Annual Update (LCAP)

LARCHMONT CHARTER SCHOOL
LCAP YEAR 2019-2020

Angelica Sammons, Director of Operations
angelica.sammons@larchmontcharter.org
Tel: 323.380.7893 ext. 305

2018-2021 PLAN SUMMARY

The Story - Describe the students and community and how the LEA serves them.

Larchmont Charter School is a TK-12 school serving 1,500 diverse students with a constructivist inquiry based approach. Larchmont's student population is 44% free and reduced lunch eligible, 11% students with special needs, 8% English Learners (~35% of students have a first language other than English), approximately 36% of students are Caucasian, 25% are Latino, 22% are Asian, 4% are African American and the remainder are students of multiracial backgrounds. Larchmont is a classroom-based charter located on 4 campuses in Los Angeles (in West Hollywood, Hollywood and Lafayette Park) providing a high degree of personalization, differentiation and hands-on, inquiry based, interdisciplinary project based learning that drives toward deeper conceptual understanding rather than rote memorization. This model was novel in public schools when the school was founded in 2005 but with the advent of common core it has taken hold more widely given its high degree of inherent alignment with the common core.

LCAP Highlights - Identify and briefly summarize the key features of this year's LCAP.

Larchmont maintains its focus on ensuring high quality and appropriately assigned TK-12 teachers by maintaining its database of credentials, medical, and background clearances and annually reviewing the master schedule to ensure appropriate assignments and the logging of faculty, staff and vendor, Department of Justice and TB clearances. We also purchased additional textbooks, adaptive software, and other materials as needed to support strengthening our Math program TK-12, provide targeted intervention and to continue the build-out of our high school program as the student population grows. We focused on increasing student achievement with emphasis on Math by revising our Math pathway to ensure all students had access to and mastered appropriate grade level content and support was provided to students and staff. This took the form of paid time for teachers to realign the curriculum over the summer, Cognitively Guided Instruction (CGI) for TK-4 teachers and CPM training for 5-12 teachers, along with the introduction of a Math coach to support teachers in planning, instructing, assessing and supporting students in Math. The intervention program for struggling students was expanded and will be even further expanded and refined into the future. We also substantially expanded college preparation support for students by introducing Naviance college/career management software to all students in grades 7-12, by adding a counselor to support juniors and seniors with the college application process and by purchasing and providing during the school day SAT preparation classes. Lastly, Larchmont increased student attendance and continues to focus on strengthening stakeholder satisfaction across all groups as measured by the stakeholder survey and increased retention of families TK-12.

Larchmont continues to focus on key goals such as closing the achievement gap between subgroups, increasing academic performance of English Learners, providing highly effective systemic intervention for struggling students, strengthening alignment TK-12, increasing performance in Mathematics and providing differentiated professional development opportunities for teachers to continue growing in their practice.

REVIEW OF PERFORMANCE
GREATEST PROGRESS

In reviewing the state dashboard Larchmont continues to perform well with strong performance and growth in ELA. Larchmont's overall score in ELA is blue, the highest level (51 points above standard and grew by 3 points overall) with all but English Learners and students with disabilities being in the highest two categories (green or blue). In Math, Larchmont students' overall score is green, the second highest level, performing 19.7 points above standard and maintaining performance year over year. The majority of subgroups are in green or blue except Latinos, ELs and students with disabilities which are the only groups in yellow. College and career preparation showed above a 96% graduation rate and 68.4% on track for A-G completion, an increase of 10.9%.

At the local level, Larchmont is about to graduate its fourth class of seniors and is on track to maintain or increase its high graduation rate and 93% college acceptance rate. We have increased the technology access for all students school wide with a 3:1 ratio in TK-2 and a 2:1 ratio in grades 3-12. We were previously at 3:1 school wide. We have emphasized support for students whose first language is not English (regardless of EL status) and have seen progress, particularly for RFEP students, on internal assessments.

GREATEST NEEDS
Given Larchmont's mission and model to provide all of our intentionally diverse students with an exceptional education, we are focused on closing any gaps in achievement or student performance school wide. These gaps are largest in the area of Mathematics between Multiracial, White, and Asian students on the one hand and African-American, Hispanic or Latino, Socioeconomically Disadvantaged, and Students with Disabilities on the other hand. We are also focused on strengthening social emotional development and our Multi-Tiered System of Supports (MTSS), particularly at the secondary level, to address an increase this past year in Larchmont's low overall suspension rate.

Additionally, Larchmont is focused on its recently updated WASC goals to strengthen alignment and articulation TK-12, to increase Math achievement school wide, to strengthen MTSS, to provide differentiated professional development to support teachers growing in their practice, and to boost ELD and intervention to support ELs and underperforming students, respectively. To support these goals, which align with the state priorities and with what our greatest needs are per the LCFF evaluation rubric, Larchmont intends to: provide additional release time for an expert teacher to coach colleagues in Math, provide stipends for teachers to take on leadership roles in curriculum mapping and alignment, mentoring colleagues, leading efforts to more effectively support ELs, struggling students and gifted students at their campuses, and bring in external

expert training and materials (textbooks, adaptive software, programs and other materials) to support these efforts.

Larchmont will continue to expand and refine intervention and designated ELD programming during the school day and purchase additional resources and secure professional development to support the achievement of these goals. Lastly, to lower the suspension rate and the gap in suspension rate, Larchmont will deepen its work around diversity training and social emotional development and positive behavioral support strategies (including restorative/reparative practices) for all staff.

<u>**PERFORMANCE GAPS**</u>

According to the state dashboard, Larchmont continues to perform well with strong performance and growth in ELA. Larchmont's overall score in ELA is the highest level blue (51 points above standard and grew by 3 points overall) with all but English Learners and students with disabilities being in the highest two categories (green or blue). We have taken a number of steps to strengthen achievement and address gaps. These include training with Growing Educators in Readers and Writers Workshop for teachers in grades 5 through 10 to increase differentiation to reach all students at different levels more effectively. Additionally, the school purchased Read 180 and is having training in utilizing it to support literacy intervention at the secondary level and also to augment ELD.

In Math, Larchmont students' overall score is the second highest level of green, performing 19.7 points above standard and maintaining performance year over year. All subgroups are in green or blue except the Hispanic or Latino, English Learner, and Students with Disabilities subgroups, which are in yellow. Larchmont's selected Math curriculum (Everyday Math at TK-5 and College Preparatory Math at 6th-12th grades) are very text heavy so focusing on making it accessible to students whose second language is English or who may struggle with ELA is critical. We are exploring possible Math intervention programs this year such as *i-Ready* to ensure the content is accessible and to backfill any foundational concepts students are missing. To address these gaps and to boost Math achievement for all students Larchmont revised its Math pathway this past year and also enlisted the expertise of a Math coach to work with our 5th-6th grade Math team to strengthen Math instruction. This work is being expanded in the 2019-20 school year with the Math coach also supporting the 7th-12th grade Math teachers and supporting a pilot project examining how best to provide effective intervention for students struggling in Math.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Larchmont will increase or improve services for low-income students, English Learners, foster youth through a focus on intervention in Math and ELA, particularly at the secondary level, and focusing on targeting instruction to students' zone of proximal development. Larchmont will continue to refine its intervention programming school wide with an emphasis on ensuring teachers have early and accurate data on how students performed in prior years from the prior year teacher, that intervention in Math and ELA begins earlier in the year, is embedded during the school day to the extent possible, and is closely monitored and regularly refined to ensure maximum effectiveness. We anticipate continued increases in performance, resulting from the increased training and coaching received this year and next. Larchmont will continue strengthening its designated ELD program school wide though increased materials, resources, and programming for this as well as professional development to build teacher capacity.

Larchmont will continue to expand its focus on equity through diversity training for staff and the community, through increased differentiation of outreach and supports for students and families, increased translation of communications and targeted outreach to increase equity in engagement, achievement, and satisfaction of all stakeholder groups.

Lastly, Larchmont intends to focus on personalization and our whole child approach including social and emotional development with an equity lens. We anticipate this will help ensure all these student groups are well supported.

BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$19, 578,568
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$11,638,222

Larchmont recognizes the need for resources to be readily available to support the academic success of our students. By securing these additional resources, teachers are better prepared and focused on instruction for our ELD, socioeconomically disadvantaged, and foster youth students. These resources come from the following sources, not included in the LCAP:

4330/4340/4345 - Office supplies, Non-Instructional
5400   Insurance
5605   Equipment Leases
5805   Administrative Fees
5812   Business Services
5820   Non-Instructional Consultants
5845   Legal Fees
5884   Substitutes

$13,082,070	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

All teachers will be appropriately credentialed and meet all other requirements for placement in the classroom or in support positions as required by NCLB and the Charter.

State Priority 1 & 7

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Teachers will meet their requirements by:

Compliance with NCLB and Authorizer requirements for credentialing and certifications.

All teachers teaching in their credentialed subject area. Annual review of teacher credentials and other certifications.

ACTUAL

We achieved this requirement for this LCAP year and recognize this will be an ongoing requirement.

With the additional HR staff support, our HR team was able to dedicate time to upgrade our database system to better track teacher credentialing, medical and background clearances.

There was intentional and meticulous review of the Department of Justice and TB clearances for faculty, staff, and vendors.

ACTIONS / SERVICES

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintenance of database system to track teacher credentialing, medical clearances and background clearances.	Maintenance of database system to track teacher credentialing, medical clearances and background clearances. Increased payroll system features and tools to support tracking efficiency. This is for staff training and	$10,990	$12,000

	time dedicated to building out Paycom system. Data Manager worked closely with School Leaders to review master schedule and teacher credentials.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual review in August of master schedule/teacher credentials, assignments, and other assignments to ensure 100% compliance with charter and NCLB	In August, the HR team dedicated time and effort to reviewing master schedule for the new school year, looking for expiring and updated credentials. HR team collaborated with data manager and school leaders to meet the compliance met.	$6,000	$ 24,453

Action   3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual review of faculty, staff, and vendor Department of Justice and TB clearance.	There was intentional and meticulous review of the Department of Justice and TB clearances for faculty, staff, and vendors.	$6,000	$9,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Supervision and staffing of instructional program, including credentialed teachers and administrators	Supervision and staffing of instructional program, including credentialed teachers and administrators	$5,424,547	$5,424,547

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions and services to achieve this goal were implemented and they included updating the NCLB grid with teacher credentials using HR software and cross checking our data for accuracy, utilizing the Teacher Credentialing site to reaffirm submitted teacher credentials during the annual review.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We received affirmation during our annual authorizer review of our 100% compliance on our NCLB grid.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our HR team dedicated time to this action exceeding what was originally budgeted by approximately $21,953. This was in response to staff changes.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Goal 2   **Access to Instructional Materials (Modified)**

State Priorities 2, 4, 7 & 8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Annual Inventory of Materials and Budget

Teacher Participation in CCSS-Aligned Professional Development Student: Device Ratio 2:1

ACTUAL

a. Inventory of materials and budget is done on an annual basis.

b. A portion of our Professional Development Institute before the beginning of the school year and full day professional development days were dedicated to training teachers on the use of CCSS-aligned materials.

C. We have increased the technology access for all students school wide with a 3:1 ratio in K-2 and a 2:1 ratio in grades 3-12.

We will continue to target resources to increase technology inventory, to increase the tools for Math intervention and literacy intervention (for example, the purchase of Read180) and other high priority needs.

ACTIONS / SERVICES

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Annual review of instructional materials (including CA CCSS), and corresponding purchase of materials (School Leaders).	Annual review of instructional materials (including CA CCSS), and corresponding purchase of materials (School Leaders). Student materials: NewsELA, Everday Math, Rosetta Stone, and other intervention software	$109,000	$116,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase CCSS aligned materials	Purchase CCSS aligned materials	$25,000	$25,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual review of ELD and special education programs to identify and	Annual review of ELD and special education programs to identify	$15,000	$17,500

obtain all necessary instructional materials (School Leaders, Executive Director).	and obtain all necessary instructional materials (School Leaders, Executive Director). ELD Trainings for teachers and Director of Compliance		$2000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual replacement of early-adopted materials with updated versions.	Annual replacement of early-adopted materials with updated versions.	$15,000	$15,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will participate in ongoing professional development on the implementation of CA CCSS and new CA CCSS-aligned assessments. School leaders will support and monitor implementation.	Teachers will participate in ongoing professional development on the implementation of CA CCSS and new CA CCSS-aligned assessments. School leaders will support and monitor implementation. Math teacher split her work schedule with Selma and LFP campuses, supporting Selma and LFP teachers with Math intervention and alignment.	$5,000	$5,000 $15,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase student technology access with acquisition of laptops and supporting equipment to increase student access to project-based learning. LCS will ensure students have needed access to technology for online state testing.	Increase student technology access with acquisition of laptops and supporting equipment to increase student access to project-based learning. LCS will ensure students have needed access to technology for online state testing.	$20,000	$20,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Build in professional development time for rollout of Next Generation Common Core Science Standards and aligned curriculum along with the new ELD standards to achieve full implementation.	Build in professional development time for rollout of Next Generation Common Core Science Standards and aligned curriculum along with the new ELD standards to achieve full implementation.	$69,000	$69,000

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented and include: annual review of instructional materials (including CA CCSS) and corresponding purchase of materials, purchase of CCSS aligned materials, annual review of ELD and special education programs to identify and obtain all necessary instructional materials, annual replacement of early-adopted materials with updated versions, teacher participation in ongoing professional development on the implementation of CA CCSS and new CA CCSS-aligned assessments, increased student technology access with acquisition of laptops and supporting equipment to increase student access to project-based learning, and built-in professional development time for rollout of Next Generation Common Core Science Standards and aligned curriculum along with the new ELD standards to achieve full implementation.

We willl continue to target resources to increase technology inventory, to increase the tools for Math intervention and literacy intervention (purchase of Read180) and other high priority needs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Larchmont Charter School continues to outperform most schools in the CAASPP. Our internal assessment, NWEA, and CAASPP assessment results indicate that most subgroups are making gains. We will continue to work with those subgroups that either remain stagnant or may have experienced some dips.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Based on data, Larchmont needs to focus on our non-English Only population. This includes our EL students as well as students who were either initially identified or reclassified as Fluent English Proficient. Because of the expansion of the focus, more resources were invested in the professional development of teachers as well as materials used.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Goal 3   Student Achievement
State Priorities   **4, 5, 6, & 7**

ANNUAL MEASURABLE OUTCOMES
EXPECTED
  a. SBAC / CAASPP
  b. Ongoing acquisition of laptops and supporting equipment for SBAC testing in grades 3 – 12

c. A-G Access

      1. Minimum number of AP Courses: 9

      2. CELDT / ELPAC

d. Expanding our 12th grade, need to hire staff for growth

ACTUAL

a. CAASPP has been implemented since its roll out four years ago.

b. We have increased the technology access for all students school wide with a 3:1 ratio in TK-2 and a 2:1 ratio in grades 3-12.

c. We currently have 9 AP Courses: Biology, Calculus AB, Calculus BC, English Language, English Literature, Spanish
      Language, US Government and Politics, US History, and World History

      1. CELDT administered as required, reclassification in keeping with targets, rubrics developed for new ELD standards.

d. Larchmont has graduated three senior classes thus far. The current senior class is larger than last year. We evaluated and hired additional staff to cover the needs of our senior students.

ACTIONS / SERVICES

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a K-12 program that ensures that all students achieve content mastery in all core subjects.	Provide a K-12 program that ensures that all students achieve content mastery in all core subjects.	$62,760	$ 63,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide technology support services (e.g. full time Data Manager) and analysis tools for instructional staff to regularly monitor pupil outcomes through standards-based progress reports, benchmark assessments, and other assessments and protocols.	Provide technology support services (e.g. full time Data Manager) and analysis tools for instructional staff to regularly monitor pupil outcomes through standards-based progress reports, benchmark assessments, and other assessments and protocols.	$86,500	$86,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue summer institute focused on CA CCSS and vertical integration. Provide ongoing PD throughout the school year to support implementation of the K-12 signature projects and Junior/Senior research seminars.	Continue summer institute focused on CA CCSS and vertical integration. Provide ongoing PD throughout the school year to support implementation of the K-12 signature projects and Junior/Senior research seminars.	Included in Action 2	$ 56,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NGSS Standards, Readers and Writers Workshop, and Digital Literacy.	NGSS Standards, Readers and Writers Workshop, and Digital Literacy.	Included in Action 2	$35,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional support and intervention services for students such as before and after-school programs, counseling, and academic support services. Support integration of these services across sites	Provide additional support and intervention services for students such as before and after-school programs, counseling, and academic support services. Support integration of these services across sites	$14,000	$16,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Homeless Youth: Provide transportation to students and review current support services.	Homeless Youth: increased coordination of social services, transportation, social emotional learning, and academic intervention.	$300	$2800

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented and include: Providing a K-12 program that ensures that all students achieve content mastery in all core subjects, providing technology support services (e.g. full time Data Manager) and analysis tools for instructional staff to regularly monitor pupil outcomes through standards-based progress reports, benchmark assessments, and other assessments and protocols, continuing summer institute focused on CA CCSS and vertical integration, providing ongoing PD throughout the school year to support implementation of the K-12 signature projects and Junior/Senior research seminars, NGSS Standards, Readers and Writers Workshop, and Digital Literacy, and providing additional support and intervention services for students such as before-and after-school programs, counseling, and academic support services, and support the integration of these services across the school day.

Larchmont continues to grow its whole child check-in process for TK-12 and to utilize interim assessments (NWEA) in Math and ELA to assess student proficiency continually. The schedule and program are designed to ensure access to a broad course of study for all students and to ensure targeted support for ELs and students who may be struggling.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Larchmont Charter School continues to outperform most schools in the CAASPP. Our internal assessment, NWEA, and CAASPP assessment results indicate that most subgroups are making gains. We will continue to work with those subgroups that either remain stagnant or may have experienced some dips.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Larchmont launched an after-school intervention program this year in both ELA and Math. The intervention classes were implemented at all four campuses. Teacher stipends and materials were purchased to support these intervention classes.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Goal 4   Student Engagement

State Priorities 3, 4 & 5

Larchmont Charter School will continue to maintain a high annual ADA rate and limit chronic absenteeism.

By end of the course of study at Larchmont, 95%+ of students will graduate with admittance to a 2- yr/4-yr college.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

95% ADA

Less than 10% of students absent on average during the school year

Dropout rate

Parent volunteerism

ACTUAL

a. Larchmont averaged 96% ADA for the 2018-19 school year

b. Student surveys indicate a majority of students are satisfied with the education they are receiving at Larchmont.

c. Less than 10% of students were absent on average during the school year.

d.1.3% dropout rate in 2017-18

e. More than 80% of parents consistently support the school and report satisfaction via the stakeholder survey.

ACTIONS / SERVICES

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

School Leaders will monitor student attendance and communicate with families; they will oversee whole school attendance improvement initiatives as needed and intervene with specific families as needed to provide support. Larchmont Charter School will continue to maintain a high annual ADA rate and limit chronic absenteeism. LFP Deans monitor student progress, attendance and discipline, and coordinate and support as needed.	School Leaders will monitor student attendance and communicate with families; they will oversee whole school attendance improvement initiatives as needed and intervene with specific families as needed to provide support. Larchmont Charter School will continue to maintain a high annual ADA rate and limit chronic absenteeism. LFP Admin monitor student progress, attendance and discipline, and coordinate and support as needed.

Dedicated clerk at LFP to support attendance and an elaborated SART process. | $100,000

$15,000 | $107,000 |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Increase response levels, satisfaction levels and volunteerism for parents of low-income pupils, English learners and RFEP students.	Increase response levels, satisfaction levels and volunteerism for parents of low-income pupils, English learners and RFEP students. We have also started using Panorama Surveys to augment our ability to get nationally normed data on our school climate surveys.	$140,000	$140,000 $6,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual Parent, Student and Faculty Survey (English, Spanish, and Korean).	Annual Parent, Student and Faculty Survey (English, Spanish, and Korean). New system required dedicated hours to set-up survey, support hours for functionality of online portal, and interpreting results to previous school year surveys.	$80,000	$80,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Community Building	Community Building The school also invested in both *Thrively* and Naviance software for grades 5-12 that has helped students with college and career exploration through interest and aptitude surveys and the use of Cyber Civics in our middle grades to teach students about digital citizenry.	$15,000	$15,000 $10,000

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented and include: monitoring of student attendance and communicating with families, overseeing whole school attendance improvement initiatives as needed and intervening with specific families as needed to provide support, continuing to maintain a high annual ADA rate and limiting chronic absenteeism, monitoring student progress, attendance and discipline and coordinating and supporting as needed, increasing survey response levels, satisfaction levels and

volunteerism for parents of low income pupils, English learners and RFEP students, and providing annual Parent, Student and Faculty Survey (English, Spanish, and Korean).

Larchmont continues to grow its whole child check-in process for TK-12 and to utilize interim assessments (NWEA) in Math and ELA to assess student proficiency continually. The schedule and program are designed to ensure access to a broad course of study for all students and to ensure targeted support for ELs and/or students who may be struggling.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

High student engagement has been effectively achieved, as indicated by stakeholder survey results in which at least 80% of each group (students, staff, and parents) responded positively to items measuring student engagement. Low chronic absenteeism and high ADA also contributed to the high level of student engagement reported in the surveys.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Stakeholder Engagement

LCAP Year 2018-19

I

NVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Larchmont strives to engage and create opportunity for open and continuous dialogue with our community stakeholders. Here are the highlights of our 2018-19 school year:

Weekly Updates from School Leaders to their respective parent and staff community

Site Council: staff, students, parents, and School Leaders – meet monthly to discuss current issues

Opportunities to Attend Board/ Finance Committee Meetings. Public meetings are held monthly, with meeting rotation across campuses.

Parent Survey: distributed two times during the school year, to collect parent input. Surveys cover academic, staffing, budget, and instructional items. Parent Coffees: each campus offers this monthly to their parent community. Facilitated by the school leader, to engage and collect parent input.

Transition Meetings: student and parent focused, offering rising students an opportunity to learn about their next grade level for the upcoming school year at another Larchmont campus.

Parent Education Opportunities: student support services offers various educational evenings throughout the school year, focusing on instruction. Volunteers: an opportunity for parents and grandparents to engage and support Larchmont in multiple ways throughout the school year.

Student Led Conferences K-8 grades: students guide their parents and teacher through the conference. An occasion for the student to build their confidence, acknowledge and discuss their academic success and areas of growth.

IMPACT ON LCAP AND ANNUAL UPDATE

As Larchmont moves into its 14th year of educating students in the Los Angeles area, we continue to strengthen our communication and relationship with our stakeholders. Over the 2018-19 school year, our executive director and school leaders reached out to parents, students, and staff for their input on academic needs and goals, and resources. There was broad community support for the WASC goals as well as community prioritization of the following areas:

1. Academic Intervention and personalization of instruction
2. Enrichment classes
3. Classroom resources and materials, and Professional Development for teachers

Goals, Actions, & Services

Goal 1   Modified
All teachers will be appropriately credentialed and meet all other requirements for placement in the classroom or in support positions as required by NCLB and the Charter in order to provide an excellent education to all students.
State Priority 1

Identified Need

To continue the long tradition of academic excellence, Larchmont requires all classroom teachers to be highly qualified and to hold all necessary credentials for the course or courses they teach. All stakeholders expect all faculty and support staff will have the appropriate credentials and certifications necessary and applicable to their position.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
NCLB grid	100% compliance	Achieve 100% compliance	Achieve 100% compliance	Achieve 100% compliance
Credentialing Documentation	Completed NCLB	NCLB binder complete	NCLB binder complete	NCLB binder complete

PLANNED ACTIONS / SERVICES

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All   **Location(s):** All Schools

Actions/Services

2018-19 Unchanged	2019-20 Modified	2020-21 Modified
Increasing growth in upper grade levels	Increasing growth in upper grade levels. To ensure excellence in the classroom Larchmont has been more proactive in recruiting this year ensuring high caliber candidates from which to select/hire. Professional development will continue to focus on personalization, really knowing every student well and knowing the whole child and targeting instruction and support to their zone of proximal development. Dedicated time and training will support this. There will also be continued focus on strengthening capacity for highly effective Math intervention, and on literacy and ELD strategy. We'll also continue	Increasing growth in upper grade levels. To ensure excellence in the classroom Larchmont has been more proactive in recruiting this year ensuring high caliber candidates from which to select/hire. Professional development will continue to focus on personalization, really knowing every student well and knowing the whole child and targeting instruction and support to their zone of proximal development. Dedicated time and training will support this. There will also be continued focus on strengthening capacity for highly effective Math intervention, and on literacy and ELD strategy. We'll also continue training on, diversity/equity/inclusion

	training on, diversity/equity/inclusion work, MTSS build out, and college and career access. HR department extend their recruiting effort by attending career fairs in neighboring colleges. The department will target untapped job boards in the education industry.	work, MTSS build out, and college and career access. HR department extend their recruiting effort by attending career fairs in neighboring colleges. The department will target untapped job boards in the education industry.

Budgeted Expenditures

	2018-19	2019-20	2020-21
Amount	$6,986,931	$6,986,931	$6,986,931
Source	1000 / 2000 / 3000	1000 / 2000 / 3000	1000 / 2000 / 3000

Budget Reference	Salaries and benefits	Salaries and benefits	Salaries and benefits

---

Goal 2   Modified

Access to Instructional Materials and Resources

State Priorities: <u>2, 4, 7 & 8</u>

Identified Need

All students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities) will have access to and support materials necessary to participate fully in all courses at Larchmont Charter.

Increase availability of Common Core-aligned textbooks and supporting materials for all courses. Ensure that students have access to a broad range of courses, including A-G electives, AP courses, and enrichment elective classes in Art, Music, Theater and Language.

Purchase CCSS aligned textbooks, software and instructional materials, and teacher supplies. Provide paid time for teacher collaboration and development of interdisciplinary units, and constructivist learning experiences.

Expected Annual Measurable Outcomes

Metrics/	Baseline	2018-19	2019-20	2020-21

Indicators

Textbook/Instructional Materials inventory	Grade bands: TK-4, 5-7, 8-12	classroom inventory	classroom inventory	classroom inventory
Software renewals	Grade bands: TK-4, 5-7, 8-12; TK-12	Teacher and student login credentials	Teacher and student login credentials; training	Teacher and student login credentials; training
Professional development	Grade bands: TK-4, 5-7, 8-12; TK-12	development of interdisciplinary units	development of interdisciplinary units	development of interdisciplinary units

PLANNED ACTIONS / SERVICES

Action   1
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners and Low Income   **Scope of Service:** LEA-wide
Location(s): All Schools

Actions/Services
2018-19   Unchanged   2019-20   Modified   2020 - 21 Modified

Ensure inventory of CCSS aligned and standards aligned instructional materials K-12. Provide professional development and training opportunities in effective instructional strategies and Implementation of CCSS aligned curriculum/instructional materials and programming.	Ensure inventory of CCSS aligned and standards aligned instructional materials K-12. Provide professional development and training opportunities in effective instructional strategies and Implementation of CCSS aligned curriculum/instructional materials and programming. We will continue to target limited resources to increase technology inventory, to increase the tools for Math intervention and literacy intervention (purchase of Read180) and other high priority needs.	Ensure inventory of CCSS aligned and standards aligned instructional materials K-12. Provide professional development and training opportunities in effective instructional strategies and Implementation of CCSS aligned curriculum/instructional materials and programming. We will continue to target limited resources to increase technology inventory, to increase the tools for Math intervention and literacy intervention (purchase of Read180) and other high priority needs.

Budgeted Expenditures

	2018-19	2019-20	2020-21
Amount	$ 1,870,291	$ 1,870,291	$ 1,870,291

Source	1000 / 2000 / 4000 / 5000	1000 / 2000 / 4000 / 5000	1000 / 2000 / 4000 / 5000
Budget Reference	Books, Instructional Materials, Teacher Supplies, AP Training, & PD Salaries and benefits	Books, Instructional Materials, Teacher Supplies, AP Training, & PD Salaries and benefits	Books, Instructional Materials, Teacher Supplies, AP Training, & PD Salaries and benefits

Goal 3   Modified

Student Achievement

State Priorities: 4, 5, 6, & 7

Identified Need

All students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities) will have access to and support materials necessary to participate fully in all courses at Larchmont Charter.
Increase availability of Common Core-aligned textbooks and supporting materials for all courses. Ensure that students have access to a broad range of courses, including A-G courses, AP courses, and enrichment elective classes in Art, Music, Theater and Language.

Purchase CCSS aligned textbooks, software and instructional materials, and teacher supplies.
Provide paid time for teacher collaboration and development of interdisciplinary units, and constructivist learning experiences.

Expected Annual Measurable Outcomes

Metrics/ Indicators	Baseline	2018-19	2019-20	2020-21
CAASPP	70% school wide proficient or Advanced for ELA 61% school wide proficient or Advanced from Math Weighted combined ELA proficiency for underperforming subgroups (EL, Latino, African American, Students with Disabilities) 43.5% Weighted combined Math proficiency for underperforming subgroups (EL, Latino, African	Maintain or increase proficient/advanced rate of 70% school wide for ELA Maintain or increase proficient/advanced rate of 61% school wide for Math Increase weighted combined average ELA proficiency of underperforming subgroups (ELs, Hispanic, African American, Students with Disabilities) by at least 1% per year to 44.5%	Maintain or increase proficient/advanced rate of 70% school wide for ELA Maintain or increase proficient/advanced rate of 61% school wide for Math Increase weighted combined average ELA proficiency of underperforming subgroups (ELs, Hispanic, African American, Students with Disabilities) by at least 1% per year to 45.5% Increase weighted combined average Math proficiency of underperforming subgroups (ELs, Hispanic, African American, Students	Maintain or increase proficient/advanced rate of 70% school wide for ELA Maintain or increase proficient/advanced rate of 61% school wide for Math Increase weighted combined average ELA proficiency of underperforming subgroups (ELs, Hispanic, African American, Students with Disabilities) by at least 1% per year to 46.5%

	American, Students with Disabilities) 34.5%	Increase weighted combined average Math proficiency of underperforming subgroups (ELs, Hispanic, African American, Students with Disabilities) by at least 1% per year to 35.5%	with Disabilities) by at least 1% per year to 36.5%	Increase weighted combined average Math proficiency of underperforming subgroups (ELs, Hispanic, African American, Students with Disabilities) by at least 1% per year to 37.5%
EL Reclassi fication Rate	19.93% (four-year average; 12-13 to 15-16)	At least: 20.93%	At least: 21.93%	At least: 21.93%

PLANNED ACTIONS / SERVICES

Action   1

Students to be Served: All   **Location(s):** All Schools

Actions/Services

2018-19 Modified	2019-20 Modified	2020-21 Modified
Continue summer institute focused on CA CCSS and vertical integration Provide intervention for Math and ELA, TK- 12 Provide professional development, coaching, and curriculum coordination to grow capacity in differentiation, ELD, literacy and Math intervention, constructivism, PBL, etc. Provide social emotional support school wide, and connect families to community services as needed. Provide technology support services (data management, software, etc.).	Continue summer institute focused on CA CCSS and vertical integration Provide intervention for Math and ELA, TK-12 Provide professional development, coaching, and curriculum coordination to grow capacity in differentiation, ELD, literacy and Math intervention, constructivism, PBL, etc. Provide social emotional support school wide, and connect families to community services as needed. Provide technology support services (data management, software, etc.). Larchmont continues to grow its whole child check in process TK-12 and to utilize interim assessments (NWEA) in Math	Continue summer institute focused on CA CCSS and vertical integration Provide intervention for Math and ELA, TK-12 Provide professional development, coaching, and curriculum coordination to grow capacity in differentiation, ELD, literacy and Math intervention, constructivism, PBL, etc. Provide social emotional support school wide, and connect families to community services as needed. Provide technology support services (data management, software, etc.). Larchmont continues to grow its whole child check in process TK-12 and to utilize interim assessments (NWEA) in Math and ELA to assess student proficiency continually. The schedule and program are designed to ensure access to a broad course of study for all students and to ensure targeted support for ELs and students who may be struggling.

	and ELA to assess student proficiency continually. The schedule and program are designed to ensure access to a broad course of study for all students and to ensure targeted support for ELs and students who may be struggling.

Budgeted Expenditures

	2018-19	2019-20	2020-21
Amount	$510,000	$510,000	$510,000
Source	1000 / 2000 / 5000	1000 / 2000 / 5000	1000 / 2000 / 5000
Budget Reference	Professional Development (institute), Coaching, Curriculum Coordination	Professional Development (institute), Coaching, Curriculum	Professional Development (institute), Coaching, Curriculum Coordination

| salaries; counseling/psychologist/support staff salaries; Intervention costs; Data Assessment tools and resources

Salaries and benefits | Coordination salaries; counseling/psychologist/ support staff salaries; Intervention costs; Data Assessment tools and resources

Salaries and benefits | salaries; counseling/psychologist/support staff salaries; Intervention costs; Data Assessment tools and resources

Salaries and benefits |

Goal 4   Modified

Student Engagement

State Priorities: **3, 4 & 5**

Identified Need

Larchmont Charter School will continue to maintain a high annual ADA rate and limit chronic absenteeism.

By the end of the course of study at Larchmont, 95%+ of students will graduate with admittance to a 2-yr/4-yr college.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21

ADA	95% ADA	96%	96%	96%
Student Engagement	Academic and involvement in school activities	Academic and involvement in school activities	Academic and involvement in school activities	Academic and involvement in school activities
Dropout Rate	4.4% (4 year adjusted cohort outcome 15-16 per CDE)	3% (% of seniors not completing/ graduating LCS and not having transferred/enrolled in another school)	3% (% of seniors not completing/ graduating LCS and not having transferred/enrolled in another school)	3% (% of seniors not completing/graduating LCS and not having transferred/enrolled in another school)

PLANNED ACTIONS / SERVICES

Action   1
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All   **Location(s):** All Schools

Actions/Services

2018-19 Unchanged	2019-20 Modified	2020-21 Modified
School Leaders will monitor student attendance and communicate with families; they will oversee whole school attendance improvement initiatives as needed and intervene with specific families as needed to provide support. Larchmont Charter School will continue to maintain a high annual ADA rate and limit chronic absenteeism. School Leaders, Teachers and Counselors collaborate to ensure all students from Kindergarten forward are prepared to graduate Larchmont college/career ready, providing intervention and support as needed.	School Leaders will monitor student attendance and communicate with families; they will oversee whole school attendance improvement initiatives as needed and intervene with specific families as needed to provide support. Larchmont Charter School will continue to maintain a high annual ADA rate and limit chronic absenteeism. School Leaders, Teachers and Counselors collaborate to ensure all students from Kindergarten forward are prepared to graduate Larchmont college/career ready, providing	School Leaders will monitor student attendance and communicate with families; they will oversee whole school attendance improvement initiatives as needed and intervene with specific families as needed to provide support. Larchmont Charter School will continue to maintain a high annual ADA rate and limit chronic absenteeism. School Leaders, Teachers and Counselors collaborate to ensure all students from Kindergarten forward are prepared to graduate Larchmont college/career

School Leaders monitor student progress and discipline, to facilitate and support as needed.	intervention and support as needed. School Leaders monitor student progress and discipline, to facilitate and support as needed. We have built out our SART process and will continue to focus on strengthening that process and refining our Panorama Stakeholder School Climate Survey administration and response. We will also add in professional development in the areas of bullying prevention, cyber civics, sex education and drug and alcohol prevention.	ready, providing intervention and support as needed. School Leaders monitor student progress and discipline, to facilitate and support as needed. We have built out our SART process and will continue to focus on strengthening that process and refining our Panorama Stakeholder School Climate Survey administration and response. We will also add in professional development in the areas of bullying prevention, cyber civics, sex education and drug and alcohol prevention.

Budgeted Expenditures

2018-19	2019-20	2020-21

Amount	$2,271,000	$2,271,000	$2,271,000
Source	1000 / 2000 / 5000	1000 / 2000 / 5000	1000 / 2000 / 5000
Budget Reference	Salaries / Benefits / weekly student and parent engagement	Salaries / Benefits / weekly student and parent engagement	Salaries / Benefits / weekly student and parent engagement

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,144,316	10.0 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Larchmont Charter School brings the surrounding community together to provide an exceptional public education to a socioeconomically, racially, and culturally diverse student population.

While Larchmont Charter does not target students for intervention based on their race, ethnicity, or economic status, students within each of the unduplicated pupil subgroups have been determined to be eligible for ELA intervention based on their CAASPP results in 2018 and demonstrated need for further English Language Development (ELD) based on EL classification. In response to the 2018 CAASPP scores, individual students have been identified as demonstrating decreased proficiency between test years, or indicating low proficiency on internal assessments, and they have been recommended to participate in academic interventions occurring before, during, and after the school day. Larchmont has recently systematically analyzed the results of students participating in ELA intervention compared to those who are not, and the differences in growth between students in ELA intervention and those who are not shows promising acceleration of growth for students in need of improvement in ELA. As a result of reviewing and analyzing the 2018 CAASPP ELA data and presenting results to the School Leadership Team and Board of Directors, the following actions have been taken by these groups:

-research regarding ideal ELA intervention systems resulting in approval to purchase the Leveled Literacy Intervention System (LLI) program for ELA intervention for elementary grades, and Rosetta Stone and Read 180 for secondary grades

-working directly with Growing Educators to provide professional development for teachers in Balanced Literacy in order to improve articulation between campuses and to enhance strategies already in place; this training has strengthened 5th through 10th grade ELA teachers' ability to differentiate within the classroom and target instruction through the Calkins Readers and Writers Workshop model already in place at the elementary level

-increased training for ELD support providers in how to use ELPAC information in collaboration with teachers to support ELD students access to the curriculum. Stronger support for EL students aligns with supporting the Asian subgroup, as the majority of Larchmont's EL students report Korean as their primary language

With the goal of increasing student achievement for unduplicated students in Math, the SMART goals developed by the School Leadership Team and Board of Directors are as follows:

-The School Leadership team will continue to utilize the reports provided from internal assessments (NWEA, Fountas & Pinnell, MDTP, CAASPP interim assessments, Everyday Math and College Preparatory Math unit assessments) to set modest subject, grade-level, individual, and subgroup specific growth goals based on current proficiency rates. The results of these assessments are compared between each testing time period (Beginning of Year in Fall, Middle of Year in Winter, and End of Year in Spring), and the analysis and resulting subgroup specific growth goals are shared with the Board of Directors in accordance with our thrice yearly data reporting cycle for further review. The observed results between time periods are compared to the expected or goal result, and adjustments are suggested and ratified at the School Leadership Team and Board of Directors meetings. The use of SMART goals in response to 2018 CAASPP Math results has resulted in the following actions led by the School Leadership Team and Board of Directors:
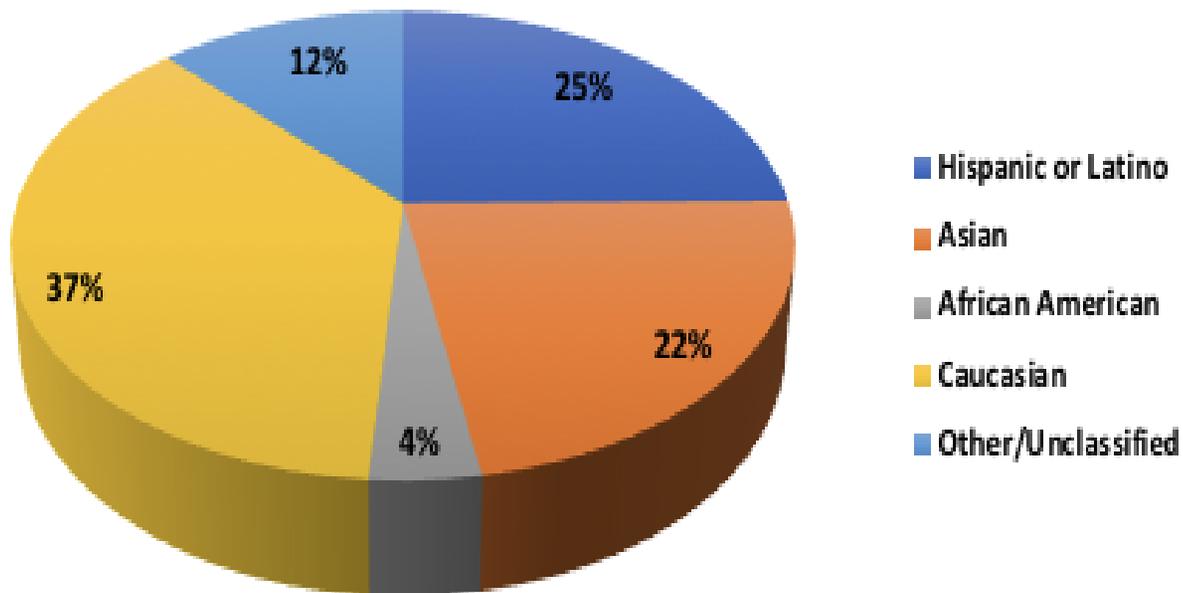
- reconfiguration of the Math pathway, such that the connection between the use of Everyday Math at the elementary level and College Preparatory Math at the secondary level has been strengthened over time. The focus was on ensuring there are no gaps in students accessing and acquiring mastery in foundational Mathematical skills and that programming is targeted to a student's zone of proximal development.

-augmenting Math leadership staffing between grade levels and campuses with the addition of a new position allowing a teacher leader with deep Mathematical instructional and teacher coaching expertise to build alignment and coach teachers within the new Math pathway
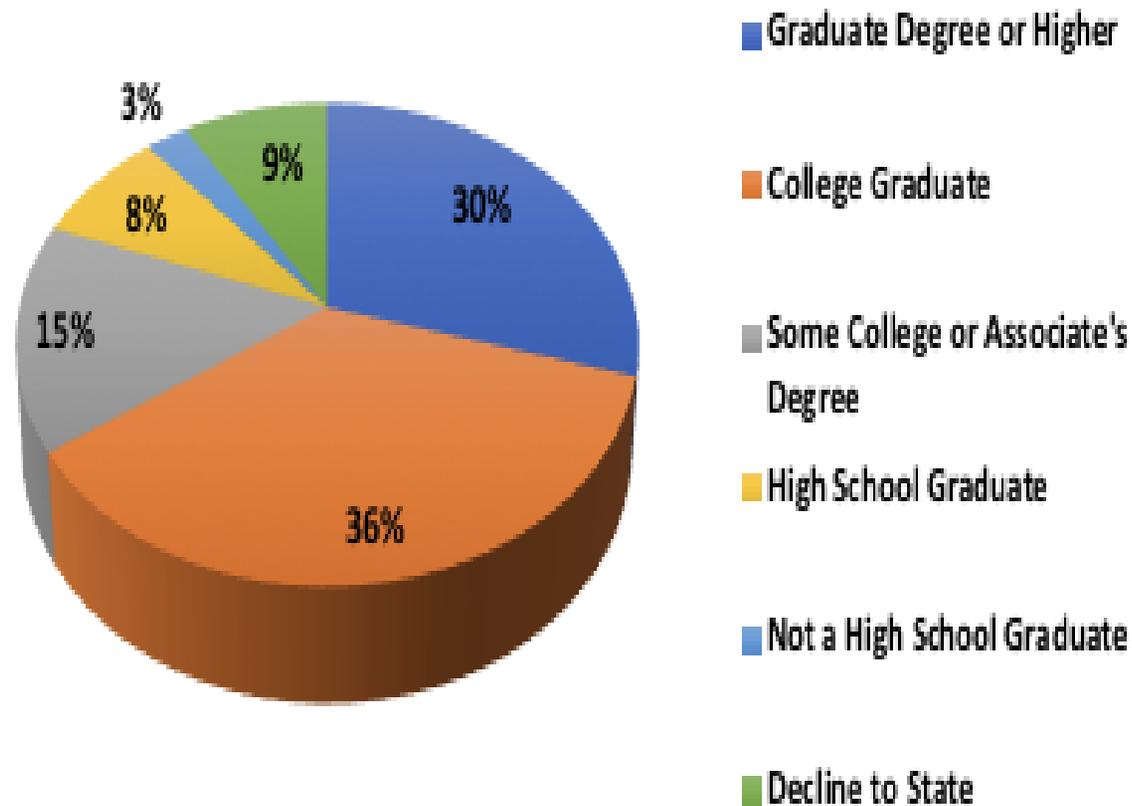
-increased use of MDTP at beginning of year and end of year for grades 5 through 12 for placement and identifying areas of need for Math intervention, with professional development provided to ensure successful use of MDTP

-Focus on Mathematics professional development for TK-4th grade for the 2018-19 school year, including outside workshops and teacher inservices on Cognitively Guided Instruction
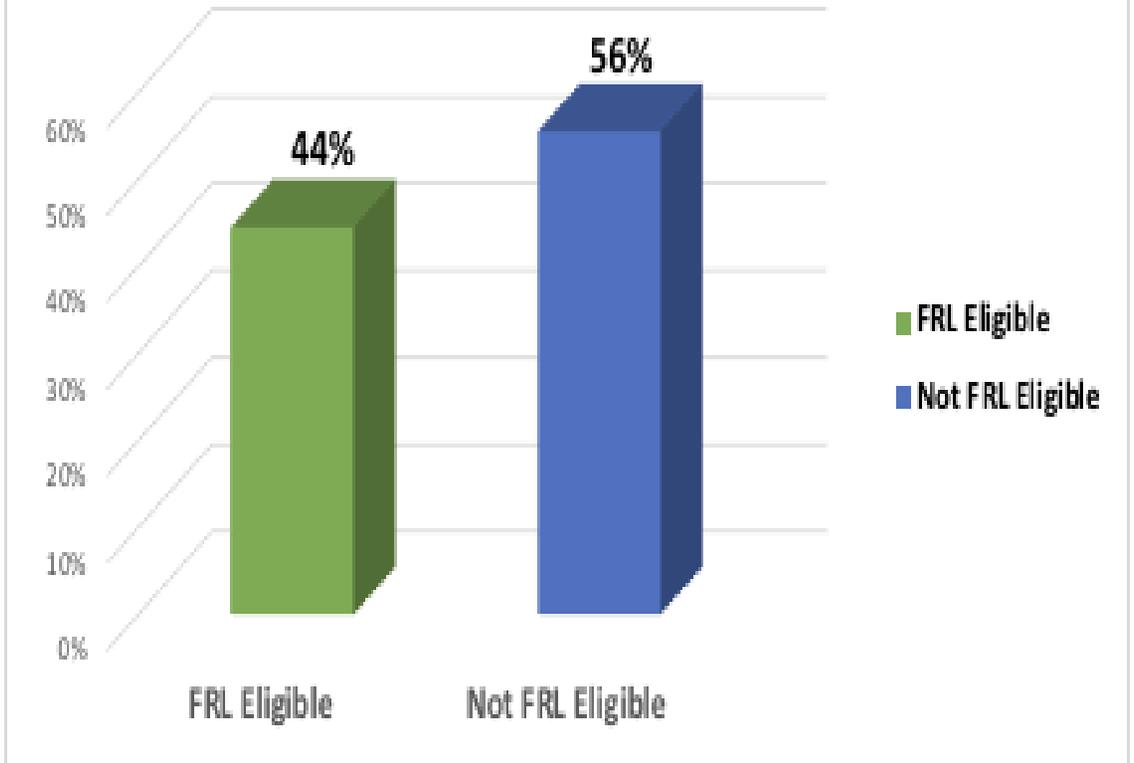
Enrollment by Ethnicity
2018-19 School Year

- Hispanic or Latino
- Asian
- African American
- Caucasian
- Other/Unclassified

25%
22%
4%
37%
12%

Socioeconomic Status: Parent Education Level
2018-19 School Year

Legend:
- Graduate Degree or Higher
- College Graduate
- Some College or Associate's Degree
- High School Graduate
- Not a High School Graduate
- Decline to State

Values shown: 30%, 36%, 15%, 8%, 3%, 9%
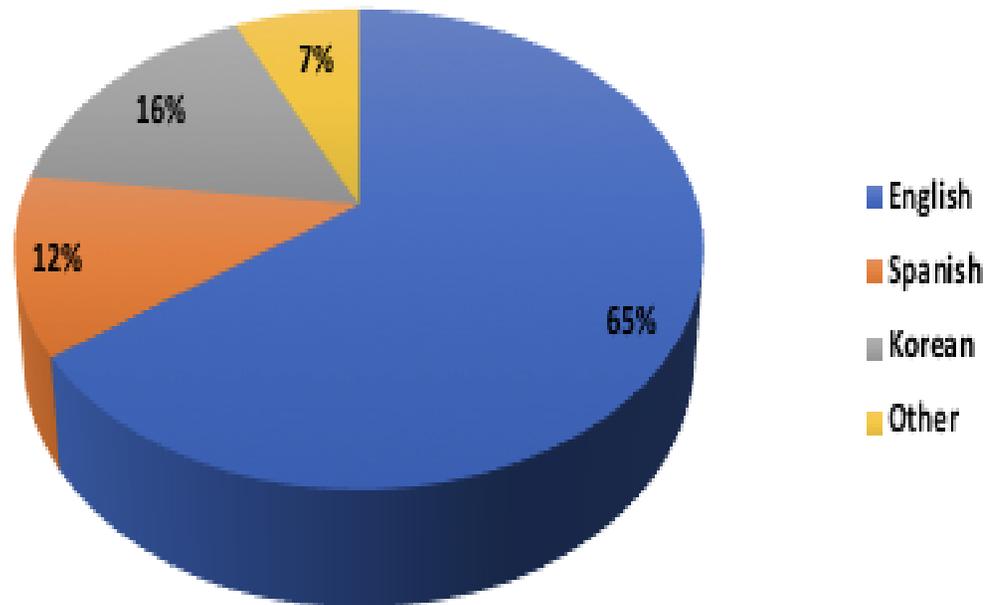
Socioeconomic Status: Free and Reduced Lunch Eligibility
2018-19 School Year

English Language Acquisition Status
2018-19 School Year

Legend:
- English Learner
- IFEP
- RFEP
- EO

Pie chart values: 8%, 9%, 18%, 65%
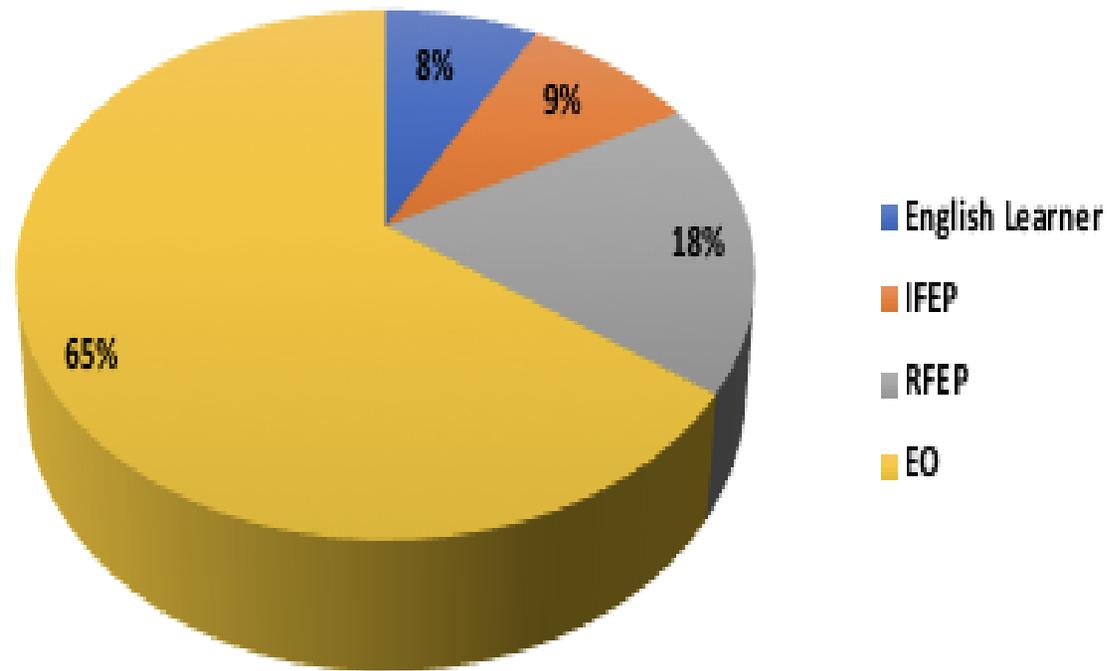
Primary Language Distribution
2018-19 School Year

- English 65%
- Spanish 12%
- Korean 16%
- Other 7%

Special Education Enrollment by Year

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students	62	70	126	149	136	136	157	168
% of total enrollment	10%	10%	11%	11%	10%	10%	11%	11%
SLI	9	12	20	23	22	22	35	41
SLD	24	25	41	45	42	42	42	40
OHI	21	21	36	45	35	35	32	39
AUT	4	8	20	24	23	23	30	25
ID	0	0	1	4	6	6	5	6
DD	1	0	1	0	0	0	0	0
HH	1	1	1	0	0	0	1	1
ED	1	1	4	6	6	6	9	12
OI	1	2	2	2	2	2	3	3
VI	0	0	0	0	0	0	0	1