

The City School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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/fg/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 at <http://dq.cde.ca.gov/dataquest/> 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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	The City School
Street	11625 W. Pico Blvd.
City, State, Zip	Los Angeles, C.A 90064
Phone Number	310-273-2489
Principal	Sheri Werner
E-mail Address	porellana@citycharterschools.org
Web Site	citycharterschools.org/tcs/
CDS Code	19-64733-0134148

District Contact Information	
District Name	City Charter Schools
Phone Number	310-273-2489
Superintendent	Valerie Braimah - Executive Director
E-mail Address	vbraimah@citycharterschools.org
Web Site	www.citycharterschools.org.

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

Mission

The City School provides an exceptional education to a diverse student body. Through individual attention in a supportive and dynamic environment, students become creative and critical thinkers who ask questions, debate and express ideas fearlessly and respectfully. With a focus on civic responsibility, communication, and problem-solving, our students are prepared for a lifetime of critical thinking, meaningful work, and ongoing service to causes greater than themselves.

Vision.

The City School's vision is to prove the power and impact of a truly collaborative public school organization. This means that we create schools in which diverse stakeholders exercise self-determination, autonomy, and collective and personal responsibility to pursue the collective goal of a world-class education for all of our students:

Students pursue their interests and engage in meaningful leadership and decision-making experiences, while excelling academically, and developing as critical thinkers, problem solvers, and strong communicators.

Families have a voice in the school and are actively engaged in supporting its success.

Faculty has the freedom and responsibility to develop a hands-on, standard-based curriculum that begins with student interests and prepares all students for success.

School leaders are empowered as decision-makers to design a school that is right for the local community and the enrolled families. The result is a family of schools in which diverse stakeholders feel ownership and connection to student outcomes, and remain actively engaged during and beyond their time with the community.

Values.

Our core values are Educational Excellence, Diversity, and Community. By educational excellence we mean that we engage every student socially, emotionally, and academically in a project-based rigorous education that challenges them to think critically, collaborate, create, and problem-solve. By diversity we mean that we proactively build a caring and inclusive community of diverse families that celebrate differences and learn from each other. By community we mean that we harness the energy and voice of all of our partners and stakeholders through collective input, shared responsibility, and active engagement to better serve our students.

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

Grade Level	Number of Students
Grade 6	117
Grade 7	117
Grade 8	104
Total Enrollment	338

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.5
American Indian or Alaska Native	0.9
Asian	4.4
Filipino	0.6
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0
White	55
Two or More Races	4.7
Socioeconomically Disadvantaged	18
English Learners	1.2
Students with Disabilities	10.4
Foster Youth	0

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	22	22	19	21842
Without Full Credential	0	1	3	866
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830

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.

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

Year and month in which data were collected: 1/2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Latin and Greek Roots Challenge Workbook Level 3 6th Grade - Year 1 (blue) 7th Grade - Year 2 (red) 8th Grade - Year 2 (red) No redink NewsLA 6th grade novels seedfolks The Giver The Circuit The Odyssey 7th Grade Novels Absolutely True Diary of a Part Time Indian The Outsiders Mango St 8th Grade Novels Of Mice and Men Unwind 1984 Lord of the Flies The Hate U Give To Kill a Mockingbird	Yes	0.0%
Mathematics	Pearson Integrated High School Math Common Core 8th Grade - Math I Big Ideas Learning Math 6th Grade - Green 7th Grade - Red 8th Grade - Blue All Things Algebra	Yes	0.0%
Science	6th-8th Grade SEPUP MosaMack Human Sexuality 7th Grade (3 weeks only)	Yes	0.0%
History-Social Science		Yes	
Foreign Language		Yes	
Health		Yes	
Visual and Performing Arts		Yes	
Science Laboratory Equipment (grades 9-12)		Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			EARTHQUAKE VALVE REPLACED DURING FALL, AC MAINTENANCE EVERY TWO MONTHS
Interior: Interior Surfaces	X			NOTHING NEEDED
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			PEST CONTROL MAINTENANCE TWICE A YEAR
Electrical: Electrical	X			ELECTRICIAN REPLACED BAD WIRING IN VARIOS SOCKETS, ROOM 5
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			TOILET AUTOMATIC FLUSHERS REPLACED(3 OF THEM) REPLACED 3 FAUCETS
Safety: Fire Safety, Hazardous Materials	X			NOTHING NEEDED, RUN DRILLS EVERY OTHER MONTH. PARTICIPATED IN GREAT SHAKEOUT
Structural: Structural Damage, Roofs	X			PATCHED ROOF LEAKS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			TRIMMED BIG TREE OUT FRONT, FIXED GATE ON PICO BLVD,

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	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		40		48
Mathematics (grades 3-8 and 11)		59		30		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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	346	99.43	69.65
Male	172	172	100	62.21
Female	176	174	98.86	77.01
Black or African American	44	42	95.45	52.38
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	93.33
Filipino	--	--	--	--
Hispanic or Latino	58	58	100	51.72
White	190	190	100	76.84
Two or More Races	16	16	100	68.75
Socioeconomically Disadvantaged	64	64	100	51.56
English Learners	--	--	--	--
Students with Disabilities	38	38	100	39.47

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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	345	99.14	58.84
Male	172	172	100	58.72
Female	176	173	98.3	58.96
Black or African American	44	42	95.45	40.48
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	93.33
Filipino	--	--	--	--
Hispanic or Latino	58	58	100	41.38
White	190	189	99.47	65.61
Two or More Races	16	16	100	56.25
Socioeconomically Disadvantaged	64	64	100	37.5
English Learners	--	--	--	--
Students with Disabilities	38	38	100	23.68

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.

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

Subject	Percent 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)						

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.

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)

Volunteering:

* Volunteers are The City School's greatest resource. Each student's family is encouraged to volunteer 30 hours each year, resulting in campus-wide commitment derived organically from our diverse body of talent, energy, and special interest.

* Volunteers are needed for the yearbook and outreach committee. Please send an email to saras.mum@gmail.com if you are interested.

* Outreach committee members are needed to find new and diverse communities who might be interested in City School and entering our lottery for the next academic school year. This committee is very important as diversity is part of the school's mission, and all of our students benefit from a diverse student body.

Campus Beautification Volunteers Needed:

The Campus Beautification Committee is looking for volunteers to help keep the school clean, organized and safe for our kids. A few hours per week or month would be ideal. If you are interested in trimming and watering plants, organizing Lost & Found, tidying up around the property and identifying repair issues, please link to our sign up genius for more details.

City School parents: Here's another opportunity for a fun way to easily accrue Volunteer Points---Drive in the Team Sports/Athletic Program Carpools.

Current Fall session: Tuesdays and Thursdays at 2:30, driving to Westwood Recreation Center 1350 S. Sepulveda Blvd between Ohio Avenue and Wilshire Blvd. You can be back at City in plenty of time to drive your own kid's car pool at 3:30 PM! We need your help starting Tuesday, September 29.

Please contact Coach Suarez (Bsuaraz@citycharterschools.org) to receive the Signup Genius link and further information.

The Hot Lunch Crew needs Volunteers!!!!

The Hot Lunch committee also needs volunteers for the entire school year, we want to thank all the parents that have signed up for Hot Lunch Duty already, but we need more volunteers. Please click [here](#) and sign up to help, our goal is to have 5 volunteers per day. We currently have a number of days with 0 volunteers. It is lot's of fun to see the kids at lunch time, don't wait, sign-up today.

Thank you,
Jennifer Staples & Susan Salzman - Hot Lunch Co-Chairs

Volunteer with Website Design

The website needs someone skilled with DRUPAL. The job is not time consuming. We need help with a few select tasks. Contact

The City School Library will open during Lunch on Tuesday, September 5th . The success of the library depends on the help of volunteers each day .

The library will be open at Lunch every day, and during Thursday Advisory, pending volunteer availability.

Two volunteers are needed for each shift:

Monday - Thursday 12:15 pm - 1:00 pm

Fridays 12:00 pm - 12:45 pm

Thursdays 8:10 am - 9:00 am

In order to create consistency, it would be great if parents could volunteer the same day each week or every other week.

Language Arts Enrichment Major: Parent Volunteer Opportunity

As you know, The City School strives to meet the needs of all our students and we have a number of ways in which we try to do just that. One of the ways we attempt to support students is through our language arts enrichment major. This is an hour-long class offered on Tuesdays and Thursdays from 2:30 - 3:30. In the past, we have experimented with a number of formats for this class. This semester we are trying a new format. We are asking that parents who can make a light commitment to come in and support our students in this major.

There is a variety of student needs in this class, so having multiple adults to support them would be ideal. Over the course of the semester, students will need support in writing and revising essays, someone to read with them for a class assignment, support with grammar or vocabulary related work, and simple one-on-one encouragement to get through literacy based assignments. If you are interested in signing up to support on Tuesdays or Thursdays, please contact Ms. McCray at cmccray@citycharterschools.org.

Please note that only City School parents are being invited to volunteer at this time.

Thanks!

We also have volunteer opportunities to help in the office. We will be posting a Sign Up Genius whenever they need volunteers to help.

Office helpers support our staff with the following:

- Answering the phones
- Answering the gate phone and letting people in
- Delivering supplies & copies to teachers
- Making copies
- Filing and organizing
- Helping the kids & answering parent's questions
- ...and much more!

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			1.4	0.9	0.9	0.8	3.8	3.7	3.6
Expulsions			0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Emergency Drills & Procedures For 11625 W. Pico Blvd Effective August 2017

Introduction & Reminders To: Faculty and Staff From: Sheri Werner, Principal Date: August 2017 Subject: Emergency Drills & Procedures

Continuous review and revision of emergency drills and procedures and disaster preparedness are essential for the safety of students and employees. Previous emergency situations and disasters give credence to the review and revision process. Please thoroughly familiarize yourself with all emergency drills and procedures. During a Los Angeles or local community emergency, students will remain on the school site until reunited with parent(s) or designees, and/or until the environment is determined safe to disperse students to their homes. Reminders: Know the signals and procedures. Know your primary Evacuation route. Conduct drills in your classes and in Advisory (at least twice per semester). Enforce and reinforce the need for silence during all drills. Add your rosters for each class to your room's emergency clipboard (Update as necessary) Know if you are on a Search and Rescue Team and/or the Security & Utilities Team. Communicate all biohazard/ biological spills to the Office Staff and/or Administrator.

Procedures for Dispersal in a local, regional or national emergency:

The following procedures will be employed in the event that it is necessary to send students to their homes, or to disperse them in some other way: Students will be sent immediately to their advisory classrooms by Bullhorn announcement, direct communication from administrators or office staff. Teachers MUST take careful attendance during emergency procedures and immediately communicate discrepancies to the administrators using the "Emergency Dispersal Classroom Report" Form (Page 17). The principal will indicate over the Bullhorn or via direct or written communication that advisory teachers can release the students by the method parents have selected. Advisory teachers will release each student by a method predetermined by parents. Students may go home with an approved relative, parent, parent of friends or other adults. Students will remain at school until a parent comes for him/her. All effort must be made to keep students in the school regardless of student or parent request to allow student to independently walk, bike or take public transportation. Please keep track of the time and manner in which students leave the classroom during these procedures. For example, "1:45 picked up by Jane, student's mother." Designated "rovers" and other office-approved personnel will direct parents to the advisory rooms where students will be released upon proper identification of adults. As the student population safely disperses, the Principal will ask teachers, one at a time, to take all remaining students to Room #7. This will make it easier for office personnel and rovers to facilitate pick up as parents arrive for students.

Earthquake Emergency Procedures-Gate Operations:

Gate Operations Locations and instructions for pick-up Identification of gates in following instructions Gate #1 – Main Gate – Pico Blvd Gate #2 – Alley Gate – Tennessee entrance Parents/Guardians will come to the "main gate" (gate #1) to present identification. Name and grade level of student requested are to be filed in on provided

form. School files and papers needed by personnel at main gate: Emergency cards Release dismissal Class rosters Map showing classroom locations (Sample on pages 22-23) After processing information, personnel at the main gate will dispatch a runner where the student's class is located. Requested student will be accompanied by

runner to reunion gate (gate #2) after teacher has given permission for requested student to leave assigned area. Parent/guardian is to proceed from main gate (gate #1) to reunion gate (gate #2). Parent and child will be reunited at this gate. Runners will be assigned to gate #2 to assist where needed. Personnel at gate #2 will confirm that requested student recognizes individual picking him/her up. Personnel will require that parent/guardian sign for student. All school records are to remain on campus and are not sent with requested student.

Evacuation Plan

Evacuation Instructions: All persons on school grounds will meet in front of Plan B/ Bobcat Carpet. Because of the unpredictable nature of emergencies, the evacuation location may be

subject to change. Remember to take your emergency clipboard with you. Mark your room with the appropriate green or red sign (available on clipboard). Keep students silent and orderly as you exit and when you arrive at the evacuation site. Assist any people who may need help to exit the building, but do not allow this to hold up your classes. Be aware of your surroundings; the routes here will not always be the best way to exit the building. ROOM 7 IS A DESIGNED REFUGE AREA. THIS ROOM IS THE ONLY ROOM WITH THIS DESIGNATION. IF YOU CANNOT MAKE IT OUT OF THE BUILDING, MAKE IT TO ROOM 7.

- 1A & 1B As you exit, turn left and exit the building through the West doors. As you exit, turn right and exit through the East doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet.
- 2A & 2B As you exit, turn left and exit the building through the West doors. As you exit, turn right and exit through the East doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet.
- 3A & 3B As you exit, turn left and exit the building through the West doors. As you exit, turn right and exit through the East doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet.
- 4 As you exit, turn right and exit through the East doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet. As you exit, turn left and exit the building through the West doors.
- 5 As you exit, turn right and exit through the East doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet. As you exit, turn left and exit the building through the West doors.
- 6 As you exit, turn left and exit through the East doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet. As you exit, turn right and exit the building through the West doors.

- 7 As you exit, turn right and exit through the West doors. Exit through the North door of your room and go through room 14. Exit the school grounds through the east alley gate and walk to the front of Plan B/ Bobcat Carpet.
- 8 As you exit your room, turn right and exit through the upstairs double doors. Proceed to East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet. As you exit your room, continue straight. Using indoor staircase, proceed downstairs and exit through West doors.
- 9 As you exit your room, turn right and exit through the upstairs double doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet. As you exit your room, turn left. Using indoor staircase, proceed downstairs, and exit through the West doors.
- 10A & 10B As you exit your room, turn left and exit through the upstairs double doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet. As you exit your room, turn right. Using indoor staircase, proceed downstairs, and exit through the West doors.
- 11A & 11B As you exit your room, using indoor staircase, proceed downstairs and exit through the West doors. As you exit your room, turn left and exit through the upstairs double doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet.
- 12 Use the indoor staircase to proceed downstairs and exit through the West doors. As you exit continue straight, turn left and exit through the upstairs double doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet.
- Resource Room Exit the South door of your room and exit the building through the West doors. Exit through the East door and proceed to the West door towards the office and exit through the West doors.
- 14 - Art Exit through the North door, turn left and exit the school through the East alley gate. Walk through the alley to the front of Plan B/ Bobcat Carpet. Exit through the West door and proceed towards the office and exit through the West doors.
- 15 - Theater Arts Exit through the North door, turn left and exit the school through the East alley gate. Walk through the alley to the front of Plan B/ Bobcat Carpet. Exit through the East door and proceed towards the office and exit through the West doors. -
- Principal's Office Exit through the south door of your office and proceed to the west doors of the building to exit. Exit through the east door of your office and proceed to the south door in the resource room.
- Main Office Exit through the office entryway and proceed to the West doors of the building to exit the school. Exit through the office entryway and proceed to the East doors of the building to exit the school through the East alley gate. Walk through alley to the front of Plan B/ Bobcat Carpet.
- Media Center Exit the Northeast door and exit through the upstairs double doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet. Exit the Northwest door, use the indoor staircase, proceed downstairs and exit through the West doors.
- Staff Restroom Exit through the upstairs double doors. Proceed to the East alley exit, walk through the alley to the front of Plan B/ Bobcat Carpet. Use the indoor staircase, proceed downstairs and exit through the West doors.
- Student Restroom Exit through the East door, turn left and exit the school through the East alley gate. Walk through the alley to the front of Plan B/ Bobcat Carpet. Exit through the East door and proceed the West door of the office and exit through the West doors in the hallway.
- Teacher's Lounge Exit the West doors and proceed out the building's West doors to exit the school. Exit the East door, proceed to the North door of RM 14 and exit through the East alley gate.

Emergency Buddy System

In the event of an earthquake or emergency dispersal drill, the following rooms have been paired/grouped to establish a "Buddy System." This system will ensure that each teacher has assistance and support in emergency situations.

Search and Rescue Teams:

- Team 1- Charles Logan Ed Gray Lakeyshia Ono Michael Gummelt Megan Dees Brian Ulatowski Pamela Orellana Contessa Canaday
- Team 2 Shariff Hunt Brett Burrows Erin Woods Corinne Cunard Howe Lin Maryel Harris Maggie Storm Kymia Jones David Daniels
- Team 3 Candice McCray Spencer Burrows Dana Fishman Boris Suarez Kasey Fraser Mini Therakkal Kim Palmer Jakeil Reynolds Tiffany Bowen

*Sheri Werner & Hugo Cigarroa are not assigned to search and rescue teams in order to focus on communications and oversight.

Emergency Drills Summary

Emergency drills are held so that emergencies may be anticipated and safety measures practiced in advance of possible emergencies. It is essential that teachers and students understand the reason for the drills, the signal for the drills, and the location and position the student is to take, under the direction of the teacher. All drills should be explained to all classes, by each teacher at the beginning of the semester with frequent review. A. Fire Drills Signal: Building's Fire Alarm activated by Administrator or Office personnel or Siren, Whistle or Bell, for 10 seconds; pause for 5 seconds; Siren, Whistle or Bell for 10 seconds (repeat sequence). Action: Evacuate to outside assembly area (Plan B/ Bobcat Carpet or Alternate location when necessary). All Clear: One long (10 seconds) bell or verbal

notification by staff that drill is over. B. Earthquake Drop/Cover/Hold Signal: Command of "DROP" given by teacher or staff member. Teachers may also be instructed randomly by administrators to conduct the drill by saying "Earthquake Drill Now" in person or via bullhorn. Action: Drop to knees, take cover under desk, and hold on to leg of furniture. All Clear: Given verbally by teacher or staff member. C. Drop/Take Cover (used for explosions, airplane crash, shooting incident, etc.) Signal: Alternating long and short siren, bells or whistle; command of "DROP" given by teacher or staff member. Action: Take immediate cover. Drop, facing away from windows or hazard. Bury face in arms to protect head. Close eyes tightly. Remain in position until directed to evacuate or until emergency is over. All Clear: One long (10 seconds) bell or oral notification by staff that drill is over. D. LockDown (Used to secure school during police action or a campus intrusion emergency, hazardous material leak) Signal: One long continuous siren, bell, or whistle, bull horn, word of mouth, or other system developed by the school. Action: Lock doors, close blinds, move away from windows. If outside, proceed to closest room. All Clear: One long (10 seconds) bell or verbal notification by staff that drill is over. Fire Drills Signal – Building's Fire Alarm or a series of short intermittent siren, whistle or bells for a period of ten seconds followed by five seconds of silence, then repeated. In case of power failure, a whistle, blown at regular intervals, will be used. II. All Clear – single long bell or one long whistle. III. Specific procedures to clear room immediately: Students leave room in double line. Shut doors and turn off lights. Silent passing must be maintained en route to location indicated for your room. Prior to leaving the room, teachers must take the Emergency Drills & Procedures Clipboard (with roll sheets), leaving on the hook either a green or red laminated card indicating the status of the room (Red=Danger/ possible problem or Green= All Clear) Teachers lead their classes to the safety areas. A space should be kept in passing between each class group. Leave all belongings in classroom. Using the second set of green and red laminated cards included on the Emergency Drills and Procedures Clipboard, teachers must also communicate status of attendance and well-being of students at the safety area. (Red=student(s) unaccounted for in need of help Green=All students accounted for and well). Remain at least 50 feet from building. Maintain 25 feet between classes in safety area. In case of a fire drill before school, snack, lunch, after school, student should walk in a quiet and orderly manner to the parking lot. P.E. teachers are to report to the parking lot for supervision. All other teachers are to report to the parking lot to assist with supervision. In case of a fire drill during passing time, students are to report to the fire drill station of their next regularly scheduled class. If a fire drill is held while a group is in an area other than the regular classroom – such as the library, media center, etc., the teacher in charge will give instructions to be followed. Fire drills will be held twice per semester or until proficient. Earthquake and Surprise Event/Attack Drop Drill The emergency "Drop/Take Cover" procedure is used during the following disasters when they occur at or near the school or non-school site: bomb blast, truck explosion, airplane crash, gas storage tank explosion, shooting incident, railroad tank car explosion, gasoline refinery explosion, etc. The initial experience of a surprise event will be extremely intense. The total time involved may be ten seconds or less, and the first two seconds are the most dangerous. The short time involved makes it impossible to plan the moving of groups or individuals. Action must be taken immediately. During drills teachers/ administrators will use a school-wide verbal signal "Earthquake/ Drop Drill NOW." Administrators will determine the number of annual drills, yet teachers should also hold classroom drills twice per semester. In case of emergency, the judgment of the teacher will prevail. Students will assume "Drop" position in response to verbal "Drop" signal from the teacher. "All Clear" on verbal signal from the teacher. Specific Procedures: On the signal from the teacher ("DROP"), every student is to drop in the closest place offering cover. Avoid window areas where possible. Have backs to windows. Time is important. The first two seconds are vital. There is no time to move groups over a step or two. Get under equipment (desks, tables, etc.) Fold arms on floor to knees and bury face in arms, closing eyes tightly. Remain in protected position for a full ten seconds. The teacher will give further instructions. If outside the school building in case of surprise event/attack: If there is any protection (curb, bench, ditch, or gutter) within a step or two, crouch or lie behind such protection. If in the open, drop to the ground and curl up with back to blast. Stay there for ten seconds or until over. On the way to or from school: Move away from all buildings, other structures, and trees. Assume "Drop/Cover/Hold" position if possible. Use hand to cover head if other protection is not available. Drop/Take Cover Drill A "take cover" warning indicates that an event/attack is imminent and provides a short amount of time to reach the greatest security area. II. Signal: Alternate long and short siren for period of at least one minute. In case of power failure, long and short whistles (used by runners) repeated five times or more. III. Classroom situation: movement or signal to "take cover" position in your classroom. From the regular classroom situations to a "take cover" position, a protective shelter area previously designated (by teacher to student). Position facing interior wall Back to windows Standing and quiet. Wait for further instructions. Ready to assume "Drop" position on their knees when the "Drop" signal and command is given. Close all doors and windows. Lower Venetian blinds. Turn off gas, power equipment and appliances. Leave light on. Signal to "Drop" from the "Take Cover" position will be a short single bell/whistle. On this signal the teacher will verbally yell "drop." Drop to knees with back to windows and knees together. Clasp both hands firmly behind the head covering the neck. Close elbows and forearms to cover face, protecting the head. Close eyes. Stay in this position until the ringing of a long bell or one long whistle (approximately ten seconds) which signifies the termination of the drill. IV. Physical Education classes: proceed as in the classroom situation. Refer to III above. V. Non-Classroom situations: In case of a "take cover" drill before school, at snack, or at lunch, students and teachers will quickly proceed to their next period's classroom to participate in drill as explained in III above. A verbal review of the purpose and procedure may be done in lieu of actual practice.

First Aid & CPR

The following members of our staff are Certified in C.P.R. and Trained in First Aid: Principal Sheri Werner Shariff Hunt Pamela Orellana Kimberly Palmer Erin Woods Brett Burrows

Spencer Burrows Megan Dees Brian Ulatowski Lakeyshia Ono Kasey Fraser Charles Logan Mini Tharakkal Contessa Cannaday Ed Gray
Corinne Cunard Candice McCray Howe Lin Hugo Cigarroa Maryel Harris Boris Suarez Jakeil Reynolds Dana Fishman

Emergency Dispersal Classroom Report

TO: Emergency Operation Center (Office)

FROM: _____ ROOM # _____

I was not able to account for the following students during/following the drill: Name Grade Possible Location/Problem

_____ DELIVER TO EMERGENCY OPERATION CENTER (Office)

2017-18 SARC - City Charter Middle

Page 21 of 27

Last updated: 1/11/2018

Health & Safety Procedures Scenario 1: Substance released inside a room or building.

The school administrators will initiate the evacuation of the building. Staff will use designated routes or other alternative safe routes to an assigned assembly area,

located upwind of the affected room or building. The school administrators will call "911," L.A. school police Rick Ballesteros at (310) 622-3987 as necessary, and the office of Environmental Health and Safety

(OEHS) at (213) 241-3199, and will provide the exact location (e.g., building, room, area) and nature of emergency. The school

administrators will instruct the security/utilities team to isolate and restrict access to potentially contaminated areas. The security/utilities team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air

handling system. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Individuals who have been contaminated "topically" by a liquid

should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the first aid/medical team should assess the need for medical attention. The assembly area team will prepare a list of people in the affected

room or contaminated area, specifying those who may have had actual contact with the substance. The assembly area team will provide the list to the school administrators and the emergency response personnel. Any affected areas will not be reopened until Los

Angeles County HazMat or appropriate agency provides clearance and the school administrator gives authorization to do so. Health & Safety Procedures Scenario 2: Substance released outdoors and localized. The school administrator will immediately direct staff to

remove students from the affected areas to an area upwind from the release. The school administrator will, if necessary, initiate the evacuation of the building. The security/utilities team will establish a safe perimeter around the affected area and ensure personnel

do not reenter the area. The school administrators will call "911," L.A. school police Rick Ballesteros at (310) 622-3987 as necessary, and the office of Environmental Health and Safety (OEHS) at (213) 241-3199, and will provide the exact location (e.g., building, room,

area) and nature of emergency. The security/utilities team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system. Persons who have come into direct contact with hazardous substances should

have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Individuals who have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne

releases). A member of the first aid/medical team should assess the need for medical attention. The assembly area team will prepare a list of people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The

assembly area team will provide the list to the school administrators and the emergency response personnel. Any affected areas will not be reopened until Los Angeles County HazMat or appropriate agency provides clearance and the school administrator gives

authorization to do so.

Health & Safety Procedures Scenario 3: Substance released in surrounding community.

If the school administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the school administrators will announce a shelter-in-place notification to each classroom teacher. Upon receiving the shelter-in-place notification, the security/utilities team will turn off local fans in the area; close and lock doors and windows; shut down all building's air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights. Staff and students located outdoors will be directed to proceed immediately to a nearby classroom or building (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the school administrators, using the P.A. system or other means without leaving the building. The school administrators will call "911," L.A. school police Rick Ballesteros at (310) 622-3987 as necessary, and the office of Environmental Health and Safety (OEHS) at (213) 241-3199, and will provide the exact location (e.g., building, room, area) and nature of emergency. The school administrators will turn on a radio or television station, or go on-line to monitor information concerning the incident. The school will remain in a shelter-in-place condition until the Los Angeles County HazMat or appropriate agency provide clearance, or staff is otherwise notified by the school administrators.

Emergency Evacuation Plan for Physical Disability

If on the first floor student will follow same plan as class with the help of aide (Mr. Hunt)

If on the second floor student will use elevator with the help of aide (Mr. Hunt) Our elevators can be used for evacuation in an emergency situation at this site. Mr Hunt will provide Dylan assistance during emergency. (alternate-Boris Suarez) Service for Dylan will begin wherever he is during emergency. During emergency, service is always provided for Dylan whether he wants it or not. Mr. Hunt has been trained and informed of his role in regards to Dylan in all emergency situations.

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
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								17	13			
Mathematics								10	2			
Science								22	4	6		
Social Science								22	5	6		

Note: 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.

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	n/a	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	3	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	n/a	n/a	n/a	n/a
District	N/A	N/A	7038	\$73,658
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)

Math Enrichment class - 2 hours per week for students who receive a C- or lower in their math class and need extra support during the school day.

Language Arts Enrichment - 2 hours per week for students who receive a C- or lower in Language Arts and need extra support during the school day.

Elective/Major classes - We offer 36 extra-curricular classes per semester during the school day. Each student takes one elective (2 hours weekly) and one major class (2 hours weekly) per semester.

Advisory class - All students take an Advisory class, which meets 5 days per week for 45 minutes daily. This class supports students' social, emotional, and academic progress at school and enables all students to be known and seen by AT LEAST one adult at school.

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%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Professional Development has focused on:

- Common Core standards / implementation
- Restorative Justice Training
- Constructivism
- Multiculturalism
- S.E.L (Social/emotional learning)
- Educating a diverse student body
- Technology – use in classrooms, testing.
- Data-driven assessments.
- All Professional Development selected with consideration of needs of teachers and student needs.
- Professional Development delivers via faculty meetings, conference and workshop attendance, individual mentoring, principal meetings, department meetings and visits to other schools.