

Larchmont Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Larchmont Charter School
Street	1265 North Fairfax Ave.
City, State, Zip	Los Angeles, CA 90046-5205
Phone Number	(323) 656-6418
Principal	Mersedeh Emrani
Email Address	mersedeh.emrani@larchmontcharter.org
School Website	http://larchmontcharter.org
County-District-School (CDS) Code	19 64733 0108928

2023-24 District Contact Information

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Alberto Carvalho
Email Address	alberto.carvalho@lausd.net
District Website	www.lausd.net

2023-24 School Description and Mission Statement

School Description and Mission Statement (School Year 2022–23)

The mission of Larchmont Charter School is to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. With participation from our community, we strive to instill in each student a dedication to improving the world we inhabit. Larchmont Charter School was founded by parents who had a vision for a different kind of school. At the time of its founding, the neighborhood public schools were largely segregated and had a back to basics, stripped down, one-size fits all, scripted curriculum and very little parent involvement. They wanted a school that fully reflected the rich diversity of Los Angeles, a school with a more inspired approach to teaching and a school that would embrace parents as partners in strengthening the school and instilling in our kids a dedication to improving the world. Larchmont is a constructivist school. Constructivism is a theory of learning which holds that each of us has a unique schema of the world based on our lived experience and that by interacting with our environment we make connections to what we already know and construct new meaning. It is therefore essential that we know our students well to be able to meet them where they are and grow from there. We do this through small class size, looping, longer periods of instruction, and a focus on social emotional development and community TK-12. Learning is seen as an active process. Diversity is core to our model because it is through ensuring a richly diverse environment - of both people and programming - that we create the setting for learning to occur. The diversity of our community provides students the opportunities to interact and benefit from students and staff from disparate backgrounds often resulting in a variety of perspectives leading to diversity of thought and increasing critical and creative thinking. The diversity in the program - both interdisciplinary project based learning and the rich array of enrichment and elective offerings - music, art, movement, cooking, gardening, improvisation and more TK-12 - tap into our students' multiple intelligences and facilitate them making connections across the curriculum. This is the power of our model.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	111
Grade 2	113
Grade 3	117
Grade 4	116
Grade 5	132
Grade 6	136
Grade 7	131
Grade 8	130
Grade 9	128
Grade 10	145
Grade 11	134
Grade 12	105
Total Enrollment	1,620

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
American Indian or Alaska Native	0.1%
Asian	20.6%
Black or African American	4.4%
Filipino	2.1%
Hispanic or Latino	26%
Two or More Races	10.8%
White	35.7%
English Learners	8.7%
Foster Youth	0.2%
Homeless	0.2%
Socioeconomically Disadvantaged	48%
Students with Disabilities	13.1%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.10	96.78	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	1.45	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	1.10	1.74	1651.30	6.07	18854.30	6.86
Total Teaching Positions	68.30	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	75.80	95.79	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	1.68	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	1.90	1009.60	3.68	11953.10	4.28
Unknown	0.50	0.63	1009.30	3.68	15831.90	5.67
Total Teaching Positions	79.10	100.00	27426.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.50
Total Out-of-Field Teachers	0.00	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reader's/Writer's Workshop - Lucy Calkins; Out of My Mind; Blood on the River; A Long Walk to Remember; I Am Malala; Refugee; Greek Mythology; Of Mice and Men; Fahrenheit 451; Lor of the Flies; Romeo and Juliet; A Different Mirror;		0%

	Narrative of the Life of Frederick Douglass; Parable of the Sower; Siddhartha; The Great Gatsby; EL Achieve		
Mathematics	EveryDay Math (EDM) [TK-4]; Illustrative Mathematics (IM) [TK-10]; College Preparatory Mathematics (CPM) [8-12]		0%
Science	Mystery Science; FOSS Textbooks; FOSS Science Kits; BrainPop; Newsela Science; Campbell Biology; Biomedical Sciences (Project Lead the Way)		0%
History-Social Science	History Alive! The Ancient World, The Medieval World and Beyond, The United States Through Industrialism, World Connections, Pursuing American Ideals (Teacher's Curriculum Institute, TCI); Ways of the World; Econ Alive! (TCI); Government in America; Give Me Liberty! Geography Alive! Regions and People		0%
Foreign Language	Spanish: Avancemos; Nuevas Vistas; Temas; Reflexiones		0%
Health	Health Connected - "Puberty Talk"; Teen Talk		0%
Visual and Performing Arts	Alfred All-In-One Adult Piano; Antigone; WeVideo; Zuit Suit; A Reason in the Son; The Curious Incident of the Dog in the Night Time		0%

School Facility Conditions and Planned Improvements

Official Inspection Reports:
 Inspection Report of the Fairfax Campus
 Inspection Report of the Hollygrove Campus
 Inspection Report of the La Fayette Park Campus

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	69	72	41	41	47	46
Mathematics (grades 3-8 and 11)	55	57	27	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	887	867	97.75	2.25	71.59
Female	417	409	98.08	1.92	75.74
Male	470	458	97.45	2.55	67.90
American Indian or Alaska Native	--	--	--	--	--
Asian	174	172	98.85	1.15	78.49
Black or African American	38	37	97.37	2.63	40.54
Filipino	18	18	100.00	0.00	83.33
Hispanic or Latino	214	207	96.73	3.27	54.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	101	97	96.04	3.96	73.96
White	340	335	98.53	1.47	81.19
English Learners	52	52	100.00	0.00	21.15
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	402	395	98.26	1.74	63.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	124	118	95.16	4.84	41.53

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	887	865	97.52	2.48	57.23
Female	417	408	97.84	2.16	52.45
Male	470	457	97.23	2.77	61.49
American Indian or Alaska Native	--	--	--	--	--
Asian	174	172	98.85	1.15	72.09
Black or African American	38	37	97.37	2.63	16.22
Filipino	18	18	100.00	0.00	50.00
Hispanic or Latino	214	205	95.79	4.21	37.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	101	97	96.04	3.96	65.98
White	340	335	98.53	1.47	64.48
English Learners	52	52	100.00	0.00	28.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	402	393	97.76	2.24	49.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	124	117	94.35	5.65	31.62

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	47.40	45.59	20.02	20.46	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	490	476	97.14	2.86	45.59
Female	231	223	96.54	3.46	46.64
Male	259	253	97.68	2.32	44.66
American Indian or Alaska Native	--	--	--	--	--
Asian	107	107	100.00	0.00	56.07
Black or African American	24	23	95.83	4.17	21.74
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	120	117	97.50	2.50	21.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	44	95.65	4.35	59.09
White	177	169	95.48	4.52	54.44
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	227	223	98.24	1.76	37.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	60	92.31	7.69	18.33

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.62
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	99.15

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	96	94	92	90
Grade 7	91	94	95	95	87
Grade 9	79	89	87	88	74

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

Parent Participation Volunteer Policy Parent volunteerism is key to the success of any school, but especially important at LCS. We rely on the volunteer support of our families to help us accomplish many important tasks. Volunteer hours; Develop community involvement and interaction, which is essential to the quality of our school program; Keep our operational costs down; Enable our school to function well in day-to-day routines; Enable us to successfully plan events that raise money to support our school and build school community involvement; and Enable us to apply for grants, as parent participation is a key element in most grant applications. All families are encouraged to participate as much as possible as a volunteer to help support our school. Volunteering is not required and is not a criterion for continued enrollment, graduation, class placement or any other school-based decision. There are many committees that you are able to join. If you haven't done so already, complete the volunteer committee opportunities sign-up in the school office. Also, if it is determined by Larchmont staff that a particular volunteer position is not a good fit, it is at the discretion of Larchmont to assist the volunteer in finding a position for which they are better suited.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.4	3.2	4.8	8.1	7.8	8.5	9.4	7.8	8.2
Graduation Rate	95.6	93.6	91.4	83.5	87.4	86.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	105	96	91.4
Female	50	45	90.0
Male	55	51	92.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	24	23	95.8
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	35	33	94.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	29	24	82.8
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	65	62	95.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	11	78.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1652	1635	237	14.5
Female	775	765	119	15.6
Male	877	870	118	13.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	339	338	33	9.8
Black or African American	74	72	18	25.0
Filipino	34	34	7	20.6
Hispanic or Latino	429	424	85	20.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	179	178	23	12.9
White	588	582	69	11.9
English Learners	162	158	23	14.6
Foster Youth	5	5	4	80.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	818	809	139	17.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	221	218	32	14.7

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.74	0.61	0.00	0.46	0.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.06	0.00	0.02	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.61	0.06
Female	0.52	0
Male	0.68	0.11
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.29	0
Black or African American	1.35	0
Filipino	0	0
Hispanic or Latino	1.17	0.23
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.56	0
White	0.34	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.49	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.45	0

2023-24 School Safety Plan

The safety plan was reviewed, discussed and updated February 2022 and August 2022.

Click here to view the 2022-23 School Safety Plan: https://drive.google.com/file/d/1Eb_BcfoD5dT9ayZbE-nOH05t6THAOFqm/view

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	22		5	
2	22		5	
3	23		5	
4	23		5	
5	26		5	
6	25		5	
Other	21		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	22	1	4	
2	23		5	
3	23		5	
4	22	1	4	
5	25		5	
6	26		6	
Other	15	1	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5	2	0
1	22	0	5	0
2	23	0	5	0
3	23	0	5	0
4	23	0	5	0
5	26	0	5	0
6	27	0	5	0
Other	4	1	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	20	1
Mathematics	24	7	23	
Science	27	2	21	2
Social Science	25	7	23	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	8	24	
Mathematics	25	8	22	
Science	25	6	22	
Social Science	25	9	21	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	20	15	0
Mathematics	22	14	17	1
Science	21	15	13	0
Social Science	21	13	17	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	810

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12859.77	\$3628.08	\$9231.69	\$70758.85
District	N/A	N/A	\$8796.00	\$81,337
Percent Difference - School Site and District	N/A	N/A	4.8	
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

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

At the elementary campuses, you will see it in Morning Meetings where students are given the opportunity to not only practice literacy and math concepts, but also to build cohesion as a community as they greet each other and share important life experiences. You will see it during Reading Groups where all students receive daily, small-group ELA (English Language Arts) instruction in the analytics of reading, literature appreciation, vocabulary development, and communication and writing skills. You will see it in our use of the Everyday Math and Illustrative Math curriculum as students work with hands-on materials to problem-solve using multiple strategies, thereby fostering true proficiency. You will see it in our Signature Projects – one of the most important hallmarks of our school. Signature Projects propel students to be stewards of positive change as they participate in meaningful service to their communities. Based on principles of eco-literacy and social justice, each student embarks upon a 2-year continuum around a signature project grounded in a project based learning approach. For Hero Projects, for example, third graders research national heroes and then design and facilitate an action project in support of a beneficiary of their choosing. You will see it in our weekly enrichment classes (art, music, PE, gardening and cooking), which are not considered a luxury at Larchmont, but rather an integral part of child development and personal expression. You will see it in our instructional model known as looping. Looping is where the teacher stays with a group of students for two full academic years – for example, teaching them all in kindergarten the first year, then teaching the same group in 1st grade the following year. Looping allows for teachers to more deeply develop relationships with students and families and to better gauge student strengths and needs. You will see it every Friday morning during School Sing assembly when our entire community gathers together to sing and view student presentations. You will see it reflected in our Edible Schoolyard affiliation with the Alice Waters Foundation. Our Edible Schoolyard program teaches children not only to garden, plant and harvest food as part of our biological science program, but it provides a delicious and nutritious hot lunch prepared each day in our very own kitchen at the Larchmont Fairfax campus. You will see it in our school field trips that enrich the curriculum and give children the opportunity to learn in real-world settings. You will also see it in the way we complement our strong academic preparation with social and emotional development as we gather in Community Groups to bridge connections between our older and younger students; as we teach conflict resolution through the UCLA program known as Cool Tools; or as we highlight the pillars of our character education program, known as the ESLRs (Every Student Learns and Respects), in our classrooms and common areas. In 5th-7th at Selma, students continue with physical education and have access to Spanish elective classes, clubs and sports. Electives in middle school have historically included a wide variety of visual and performing arts, running, computer programming, creative writing, academic support, storytelling, competition in the Southern California Junior Forensics League, intramural and competitive sports, cooking and gardening through our participation in the Edible School Yard Project, Improv, art, music, student council, graphic design, journalism, photography, theater, chess, coding, yoga, dance, and much more. LFP offers students in grades 8-12 the opportunity to try a variety of sports including: soccer, track, basketball, volleyball, and more as the program grows. A vibrant arts program includes chorus, theater, dance and more. Larchmont has a robust spoken-word program, which begins in our elementary program and grows through high school to include poetry slam, and speech and debate.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,916	\$55,550
Mid-Range Teacher Salary	\$78,133	\$80,703
Highest Teacher Salary	\$97,008	\$109,418
Average Principal Salary (Elementary)	\$124,723	\$137,703
Average Principal Salary (Middle)	\$136,178	\$143,760
Average Principal Salary (High)	\$139,415	\$159,021
Superintendent Salary	\$440,000	\$319,443
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	40.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	1
Mathematics	3
Science	1
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	17

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	9