Larchmont Charter School

2013 Charter School Material Revision

to Merge Larchmont Charter – West Hollywood

into Larchmont Charter School

Petition Submitted to the
Los Angeles Unified School District
Charter Schools Division
333 South Beaudry Avenue
Los Angeles, CA 90017

FINAL MATERIAL REVISION
SUBMITTED ON
April 5th, 2013

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Table of Contents

Introduction & Self Assessment ..................................................................................................... 3
Assurances And Affirmations ...................................................................................................... 21
Element 1: Educational Program ................................................................................................. 22
Element 2: Measurable Student Outcomes .................................................................................. 91
Element 3: Method By Which Student Outcomes Will Be Measured ....................................... 101
Element 4: Governance Structure ............................................................................................. 109
Element 5: Employee Qualifications ........................................................................................ 115
Element 6: Health And Safety .................................................................................................... 125
Element 7: Racial And Ethnic Balance ...................................................................................... 130
Element 8: Admission Requirements ....................................................................................... 134
Element 9: Financial Audits ...................................................................................................... 143
Element 10: Suspensions And Expulsions ............................................................................... 146
Element 11: Retirement Programs ............................................................................................ 157
Element 12: Attendance Alternatives ......................................................................................... 159
Element 13: Rights of District Employees .................................................................................. 160
Element 14: Mandatory Dispute Resolution ............................................................................ 161
Element 15: Exclusive Public School Employer ......................................................................... 163
Element 16: Charter School Closure ......................................................................................... 164
Facilities ......................................................................................................................................... 171
Appendix 1 – Surrounding Schools ............................................................................................ 174
Appendix 2 – Academic Calendar .............................................................................................. 177
Appendix 3 – Assessment Plan & Standards Maps ..................................................................... 179
Introduction & Self Assessment

Introduction

Now in our sixth year of operation, Larchmont Charter School (hereinafter referred to as, “LCS,” “Larchmont Charter School,” or “Charter School”) has established itself as one of the top performing public schools in Los Angeles. Unique among public charter networks in our focus on racial, ethnic, and socio-economic diversity, Larchmont Charter School aims to provide a richly diverse community of students with a high quality public education. Over the past six years, we are proud of what we have accomplished. We are eager to highlight our successes to date, transparently call attention to our challenges, and discuss ways in which we aim to continuously improve.

A detailed analysis of the school’s student achievement data including STAR/CST, CELDT, API, and AYP Data

We believe statewide testing data is one critical component demonstrating our impact on student achievement. For this reason, we are proud that such data brings to light how Larchmont Charter School fulfills its mission of providing its students with an exceptional public education.

<table>
<thead>
<tr>
<th></th>
<th>API</th>
<th>Decile</th>
<th>SSR</th>
<th>Met AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>908</td>
<td>9</td>
<td>7</td>
<td>Yes</td>
</tr>
<tr>
<td>2008-2009</td>
<td>889</td>
<td>9</td>
<td>7</td>
<td>Yes</td>
</tr>
<tr>
<td>2007-2008</td>
<td>875</td>
<td>9</td>
<td>8</td>
<td>Yes</td>
</tr>
<tr>
<td>2006-2007</td>
<td>823</td>
<td>8</td>
<td>N/A</td>
<td>Yes</td>
</tr>
<tr>
<td>2005-2006</td>
<td>862</td>
<td>9</td>
<td>N/A</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Our recently released API score places us as the 43rd highest performing school (top 6%) in LAUSD. This past year, we saw a 19 point increase from the prior year. Overall, our API has increased 46 points since our first year of operation.

It is our belief however that an API score in isolation means very little. By benchmarking our school wide performance against similar schools and against other public schools in our neighborhood, we begin to develop a richer story about Larchmont Charter Schools’ success.

First, a comparison of Larchmont Charter Schools and other schools with a similar demographic highlights how we are outperforming our peers in student achievement.

We have received a similar schools rank of 7, placing us among the top 30% of similar schools in the state.
API scores of neighborhood schools (2009-2010)

The families in the neighborhoods from which we draw have a wide array of public elementary options.

The following tables highlight various aspects of the significant “home schools” of our student population. These tables do not necessarily represent the LAUSD or CDE same schools or similar schools groupings.

<table>
<thead>
<tr>
<th>School</th>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Street</td>
<td>938</td>
</tr>
<tr>
<td>Larchmont Charter</td>
<td>908</td>
</tr>
<tr>
<td>Hancock Park</td>
<td>907</td>
</tr>
<tr>
<td>Harvard</td>
<td>850</td>
</tr>
<tr>
<td>Melrose Avenue</td>
<td>839</td>
</tr>
<tr>
<td>Van Ness</td>
<td>819</td>
</tr>
<tr>
<td>Vine Street</td>
<td>758</td>
</tr>
<tr>
<td>Grant</td>
<td>755</td>
</tr>
<tr>
<td>Santa Monica Blvd Community Charter</td>
<td>734</td>
</tr>
<tr>
<td>Selma Avenue</td>
<td>730</td>
</tr>
</tbody>
</table>

Among the 10 schools in our neighborhood, Larchmont ranks 2nd in API scores. Among the top 2 schools, Larchmont has the highest percentage of students eligible for Free and Reduced price lunch.

Similar School Rank of neighborhood schools (2009-2010)

The Hollywood/Hancock Park/West Hollywood community is incredibly diverse. As such, the various schools in our neighborhoods have very different student demographics. When we compare the most recent similar school rankings of our neighborhood schools, Larchmont ties for 3rd in the strength of our similar schools rank.

<table>
<thead>
<tr>
<th>School</th>
<th>SSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Street</td>
<td>10</td>
</tr>
<tr>
<td>Van Ness</td>
<td>10</td>
</tr>
<tr>
<td>Vine Street</td>
<td>8</td>
</tr>
<tr>
<td>Larchmont Charter</td>
<td>7</td>
</tr>
<tr>
<td>Harvard</td>
<td>7</td>
</tr>
<tr>
<td>Santa Monica Blvd Community Charter</td>
<td>6</td>
</tr>
<tr>
<td>Grant</td>
<td>5</td>
</tr>
<tr>
<td>Selma Avenue</td>
<td>4</td>
</tr>
<tr>
<td>Melrose Avenue</td>
<td>1</td>
</tr>
<tr>
<td>Hancock Park</td>
<td>1</td>
</tr>
</tbody>
</table>

This enables us to see that even controlling for widely diverse student populations, Larchmont
is providing one of the highest quality education programs in our neighborhood.

**API for Economically Disadvantaged Students among neighborhood schools (2009-2010)**

Larchmont only had one subgroup (economically disadvantaged) whose population was significant enough to merit a distinct API. When we compare the API of this subgroup against our neighborhood schools, we are proud of our success.

<table>
<thead>
<tr>
<th>School</th>
<th>ED API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Street</td>
<td>885</td>
</tr>
<tr>
<td>Larchmont Charter</td>
<td>869</td>
</tr>
<tr>
<td>Harvard</td>
<td>830</td>
</tr>
<tr>
<td>Melrose Avenue</td>
<td>813</td>
</tr>
<tr>
<td>Van Ness</td>
<td>811</td>
</tr>
<tr>
<td>Hancock Park</td>
<td>809</td>
</tr>
<tr>
<td>Vine Street</td>
<td>758</td>
</tr>
<tr>
<td>Grant</td>
<td>755</td>
</tr>
<tr>
<td>Selma Avenue</td>
<td>730</td>
</tr>
<tr>
<td>Santa Monica Blvd Community Charter</td>
<td>702</td>
</tr>
</tbody>
</table>

Larchmont ranks second among neighborhood schools in API for socio-economically disadvantaged students.

**Combined API analysis**

When one compares the overall API, Similar School Rank, and API for Economically Disadvantaged students, Larchmont Charter is the only neighborhood school that ranks in the top 3 on all metrics. A synthesized analysis therefore points strongly to the fact that Larchmont Charter School is offering a high quality education program when compared against the statewide, district wide, and neighborhood benchmarks.

That being said, the data all suggests we have more room to grow. The highest performing neighborhood school (Third Street) has an API score that is 16 points higher than ours. **Both 3rd Street and Van Ness** Elementary have a similar schools rank of 10! And Third Street has a higher API for its socio-economically disadvantaged students. We plan to use this year to rigorously analyze the performance of all our students, highlighting school wide areas for improvement, and holding ourselves accountable to seeing measurable growth.

**CELDT Data**

Overall, we have seen a steady increase in the overall domain mean scaled score in the CELDT for students who generally participate in CELDT testing annually.
Overall Domain Mean Scale Score

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<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
<td>478.23</td>
<td>511.60</td>
<td>533.1</td>
<td>54.95</td>
</tr>
<tr>
<td>Speaking</td>
<td>535.47</td>
<td>511.23</td>
<td>537.02</td>
<td>1.55</td>
</tr>
<tr>
<td>Reading</td>
<td>450.75</td>
<td>495.30</td>
<td>513.48</td>
<td>62.73</td>
</tr>
<tr>
<td>Writing</td>
<td>442.25</td>
<td>509.00</td>
<td>519.73</td>
<td>77.48</td>
</tr>
</tbody>
</table>

California Standards Test (CST) English Language Arts (ELA) Analysis

Over our 6 years in operation, we have dramatically increased the percentage of students scoring proficient or advanced while reducing the number of students scoring below basic and far below basic.

More than ½ of all students at Larchmont Charter School are scoring Advanced on the ELA CST. The percentage of our students scoring Advanced has gone up 21% even as we have added increasingly higher grades. Furthermore, over 80% of our students are scoring proficient or advanced. When compared to the LAUSD average for 2nd – 5th graders, Larchmont Charter School has 33% more of its students scoring proficient or advanced than the district average.

Even as we have increased our numbers of students scoring at the highest levels, we have decreased the percentage of students scoring Below Basic and Far Below Basic. In 2009-2010 only 6% of our students scored in these categories (down from 12% only 2 years prior.)
CST – Math Analysis

In 2009-2010, over half of our students scored advanced in the Math CST. In an environment in which math education is increasingly important to position our students for success in a global economy, we are particularly proud of these results.

![Trend Analysis Graph](image)

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>33%</td>
<td>32%</td>
<td>47%</td>
<td>54%</td>
<td>55%</td>
</tr>
<tr>
<td>Prof+Advanced</td>
<td>61%</td>
<td>65%</td>
<td>76%</td>
<td>78%</td>
<td>79%</td>
</tr>
<tr>
<td>BB+FBB</td>
<td>8%</td>
<td>14%</td>
<td>10%</td>
<td>7%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Similar to ELA, over 75% of our students are scoring proficient or advanced in Math, up 17% from our first year. This is 17% higher than the LAUSD average for 2nd – 5th graders.

At the same time as we have dramatically increased the percentage of our students scoring at the highest levels, the percentage of our students scoring Below Basic or Far Below Basic has sunk to 8%, half of what it was two years prior.

**How Larchmont Charter School met the needs of subgroups African American, Hispanic/Latino, White, Socio-Economically Disadvantaged, English Learners (include reclassification rate), and Student with Disabilities**

Larchmont Charter School seeks to meet the needs of all its children. Due to our small size and diverse population, the only group that receives a separate API with schoolwide information is our economically disadvantaged students (discussed below).
We do monitor our academic achievement among every subgroup and are confident we are meeting the needs of students from our diverse backgrounds. *It is especially encouraging to note that we narrowed our socio-economic achievement gap in ELA and nearly cut our socio-economic achievement gap in Math in half during the 2009-2010 school year.* Our efforts to continue this include:

- Small class sizes enabling teachers to focus on the unique needs of every child
- Using instructional aides to support the learning needs of our students
- The use of writer's and reader's workshop also focuses on the child's experience, honoring family traditions and experiences while also scaffolding student skill development.
- Mathematical focus on problem solving strategies and open-ended responses develop student ability to document mathematical thinking by sharing strategies with classmates in collaborative learning groups.
- Curricular development includes various perspectives and the social justice elements of our curriculum present perspectives of various subgroups throughout history.

<table>
<thead>
<tr>
<th></th>
<th><strong>ED API</strong></th>
</tr>
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<td><em>Third Street</em></td>
<td>885</td>
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<tr>
<td><em>Harvard</em></td>
<td>830</td>
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<td><em>Melrose Avenue</em></td>
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</tr>
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<td><em>Hancock Park</em></td>
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<tr>
<td><em>Vine Street</em></td>
<td>758</td>
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<td><em>Grant</em></td>
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</tr>
<tr>
<td><em>Selma Avenue</em></td>
<td>730</td>
</tr>
<tr>
<td><em>Santa Monica Blvd Community Charter</em></td>
<td>702</td>
</tr>
</tbody>
</table>
Economically Disadvantaged

Our students classified by the state as economically disadvantaged are attending the 2nd highest performing school in the neighborhood when it comes to API for economically disadvantaged students.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% ELL</td>
<td>Reclass</td>
<td>% ELL</td>
<td>Reclass</td>
</tr>
<tr>
<td>LCS</td>
<td>4.1%</td>
<td>0%</td>
<td>4.5%</td>
<td>0%</td>
</tr>
<tr>
<td>LAUSD</td>
<td>40.4%</td>
<td>9.5%</td>
<td>37.6%</td>
<td>13.4%</td>
</tr>
<tr>
<td>CA</td>
<td>24.9%</td>
<td>9.6%</td>
<td>25.0%</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

In order to be reclassified, a child needs to:
- Be classified LEP on the CELDT. These are given at the beginning of every school year and the results come in January/February.
- AND score early advanced or advanced on the CELDT AND score at least an intermediate in each domain
- AND score Proficient on the CST ELA
- AND score Proficient on ELD standards

In our first year, we did not get final confirmation of ELL status on our students until after January 2006 and results from the CST and CELDT (for 06-07) did not come in until the following fall. As our ability to work with our ELL students enhanced and the timing of the reclassification and reporting data caught up with each other, we began to see positive results.
We believe our 24.3% reclassification rate in 2008-2009 represented the thoughtful work in our 2007-2008 school year both in accurate identification of ELL students and our work in supporting their English language development. In particular, we feel we have begun to more successfully use a Thinking Maps Curriculum to connect concepts & provide visual organization of thought processes that has been shown to be highly effective with ELL students. In addition, we have employed Total Physical Response techniques for the development of understanding of vocabulary both are used school wide. Finally, we have employed targeted and specific work on word patterns, from word studies in k-3 to specific vocabulary instruction targeting word roots, derivations, and linguistic development of prefixes and suffixes support acquisition of academic language.

We also recognize that we would like to continue to enhance our ability to support our ELL students this year. For that reason, we have made supporting our English Language Learners a school wide priority this year and are working to develop professional development, including visiting excellent schools, in this area.

An explanation of how the results of other periodic assessments were used to modify instructional practices

We used a variety of periodic assessments to inform our instructional practice. Assessments in language arts included the (DRA – Developmental Reading Assessment), Words Their Way Spelling Inventory, CORE Phonics Assessment, Fountas and Pinnell Benchmark Assessment System, teacher-compiled sight words assessment, teacher-created writing assessment, and teacher-created grammar assessment. In math, we used TERC Investigations assessments, teacher-created California standards-based grade level assessments and skills inventories, and math autobiographies.

Assessments are administered beginning of the year and end of the year. The assessments may also be ongoing and includes pre- and post-unit assessments, checklists, and teacher anecdotal notes to describe observations of student work habits and abilities. In the beginning of each school year, end of the year assessment data are compiled and analyzed along with CST data to identify patterns of strengths and needs of individual students as well as to allow teachers to reflect on success or improvement in teaching methodologies. Data may also be compared with previous years’ data to determine growth and progress of students. Teachers use the data to also modify pacing plans whenever necessary.

### Actual In-Seat Attendance Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual-In Seat Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>128.71</td>
</tr>
<tr>
<td>2006-2007</td>
<td>190.30</td>
</tr>
<tr>
<td>2007-2008</td>
<td>231.69</td>
</tr>
<tr>
<td>2008-2009</td>
<td>358.83</td>
</tr>
<tr>
<td><strong>2009-2010</strong></td>
<td><strong>95.48% ADA</strong></td>
</tr>
</tbody>
</table>
A brief narrative describing our successes and challenges from the prior charter term

Successes

Over our 6 years in operation, we are proud of a number of our successes:

Student achievement – First and foremost, our student achievement results, on an absolute and relative scale, remain our proudest accomplishment. Above all else, we must ensure that our students are learning. We are aware that our charter is a performance contract with the district with student achievement at its core. In particular:

- We have met any required AYP in every year of operation
- We have been ranked in API decile 7, 8 or 9 for the past 3 years
- We have been ranked in API decile 7 or 8 among demographically comparable schools
- The academic performance of our students is greater than that of the majority of the public schools that our pupils would otherwise have been required to attend as well as the academic performance of the schools in LAUSD taking into account the composition of the student population whom we serve.

- **52%** of our students are scoring advanced on the English CST and **83%** are scoring proficient or advanced
- **54%** of our students are scoring advanced on the Math CST and **79%** are scoring proficient or advanced
- Less than **10%** of our students are scoring below basic or far below basic on both the Math and the ELA CST.

Racial and ethnic diversity, particularly with respect to African American and Asian American students – Our community (ranging from West Hollywood to East Hollywood and from the Hollywood Hills to Wilshire) is very diverse. We have been able to inspire and recruit a diverse community to attend our school.

<table>
<thead>
<tr>
<th></th>
<th>LCS</th>
<th>Community*</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>Asian American</td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>15%</td>
<td>36%</td>
</tr>
<tr>
<td>White</td>
<td>58%</td>
<td>47%</td>
</tr>
</tbody>
</table>


- In particular, we have roughly twice as high a concentration of African American and Asian American students as the community in which we are located and almost twice as high a concentration of Asian American students as our surrounding community.
- **Socio-economic diversity has increased over time.** – We aim to be a community where students of all socio-economic backgrounds can come together and learn as part of the same school community. In the early years (as reflected by our 4th and 5th grades), we did not reach our target Free and Reduced Price lunch population.
• However, over time, our population increased. Finally this year, we were able to achieve a kindergarten class of over 40% Free and Reduced Price lunch. Furthermore, of the top 3 performing schools in our community (Third Street, Hancock, and Larchmont Charter) we have the highest percentage of students who qualify for Free and Reduced Price Lunch. We believe we were able to do this for 2 reasons. First, in 2006 we added Free and Reduced Price lunch as an admissions priority. Second, as we began to increase our population of Free and Reduced Price Lunch students, we began to have more success in our outreach and interest among Free and Reduced price families. We will continue to monitor our outreach here, but believe this is a trend we will be able to hold.

• *Parent and community engagement* - Our parents are deeply involved in our school community. We have a vibrant LCS Council that provides critical parental input into our decision making processes. As part of the council, we have over 10 parent committees (e.g. Diversity, Community, Enrichment) that help provide input and share the work of ensuring we are reaching all components of our mission. As an example of the deep level of parental involvement, founding parent (and former Board member) Lindsay Sturman was named the California Charter School Volunteer of the Year for 2009 by the California Charter Schools Association.

We attribute our successes to a variety of factors

The success we have witnessed to date can be attributed to a number of factors:

• *Strong constructivist approach* – We believe a child learns best when they can ask questions, carry out experiments and investigations, analyze and synthesize information, formulate analogies, and draw conclusions. We also believe in a holistic conceptualization of education whereby students can learn from teachers, peers, and community members. As such we have developed a strong project based approach with multi-grade clustering in the early grades (K/1 and 2/3) to enable students to take advantage of the full range of learning opportunities.

• *High quality teachers and teaching assistants* – Our teachers, all of whom are NCLB highly qualified, are excellent educators who have a deep commitment to our students, our community, and our mission. We have a TA in every class to ensure that each child is ensured sufficient adult support as they grow in their own learning.

• *An active community* – The deep engagement of our parents (as outlined above) has enabled us to identify and focus more resources into our classrooms.

We plan to build upon our successes

We plan to continue to build upon our successes. Even in the face of state budget cuts, we have
been able to keep the teacher-student ratio low and hire a TA for every class. We continue to utilize our LCS Council and active parent base as we consider strategic opportunities for our school. We also plan to enhance our professional development and coaching of teachers using increasingly rigorous forms of data based inquiry.

Challenges

In the face of our successes, we transparently acknowledge a number of very real challenges:

- *Ethnic Diversity particularly our ability to successfully enroll more Latino children and families* – While Larchmont Charter School is a diverse school population – and in fact has a higher percentage of African American and Asian American students than the community at large – we must work harder to increase diversity particularly among the surrounding Latino/Hispanic community. This past year, our efforts to increase our diversity has seen some marked improvement.

![Graph showing percentage of students by ethnicity across grades](image)

<table>
<thead>
<tr>
<th></th>
<th>LCS</th>
<th>Kindergarten @ LCS</th>
<th>6th Grade @ LCS</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>9%</td>
<td>8%</td>
<td>13%</td>
<td>4%</td>
</tr>
<tr>
<td>Asian American</td>
<td>18%</td>
<td>23%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>15%</td>
<td>20%</td>
<td>27%</td>
<td>36%</td>
</tr>
<tr>
<td>White</td>
<td>58%</td>
<td>50%</td>
<td>47%</td>
<td>47%</td>
</tr>
</tbody>
</table>

We hope to highlight the diversity in two grades in particular. First, in our Kindergarten class, the percentage of our students who are students of color more closely mirror the percentage of people of color in our broader community. However, we have a greater percentage of African American and Asian American students than we do Latino/Hispanic students. At 6th grade, we are more closely aligned to the community, which we believe is a positive sign of our ability to continue to increase our diversity as we expand into middle school as well.
While these numbers point to the fact that we have increased our level of diversity this past year, we are not yet satisfied that we have achieved the level of racial and ethnic, our mission calls us to. We think this is due in part to two contributing factors.

First, in 2006, we highlighted the Van Ness Elementary attendance zone as a highly concentrated Latino community and we added living in the Van Ness attendance zone as an enrollment priority for LCS. What we have come to learn however is that this did not enable us to sufficiently increase our population of Latino students and families. The broader community of Van Ness did not mirror the population that attended Van Ness meaning that the diversity of the children, who were given Van Ness priority in our lottery, did not mirror the population of Van Ness Elementary School. Furthermore, because of our priority for Free and Reduced Price Lunch, many students living in the Van Ness neighborhood were given priority under that metric. In our 2008 lottery, ½ of the students who qualified for the Van Ness priority also qualified for Free and Reduced Price lunch. In 2009, the overlap was 2/3. Therefore, most students who received priority under Van Ness were not from Free and Reduced Lunch families. The end result was that our prioritization of Van Ness attendance zone actually skewed our population away from the demographic breakdown of the Van Ness attendance zone.

Second, our outreach has not been as successful as we need it to be. Only 15% of students who entered our lottery in 2010 and stated their race/ethnicity were Latino/Hispanic. We were able to achieve an incoming Kindergarten class that was more heavily Latino/ due to our priorities, but it still points to the fact that we must enhance our outreach to our Latino community. To begin tackling this issue more effectively, we:

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</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>3%</td>
<td>87%</td>
<td>45%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>73%</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td>Asian American</td>
<td>11%</td>
<td>7%</td>
<td>45%</td>
</tr>
<tr>
<td>African American</td>
<td>2%</td>
<td>7%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- Have recently formed a Latino Families Association to provide valuable input on all aspects of our school community and to partner with us proactively in our broader outreach to the Latino community
- Will need to review the demographic breakdown of the early childhood centers and community centers from which we recruit to ensure we are recruiting from sources that have significant Latino populations.
- Will more aggressively target elementary schools (for our incoming 6th grade class) that have a significant Latino population
- Identify and partner with community organizations in our broader community that have solid partnerships within the Latino community.

We know we have a lot of work to do here. In working to achieve a diverse school, we must always be mindful of how successful we are in recruiting children from many different backgrounds. Our success in many areas gives us confidence that we can be much more
successful in recruiting more Latino children at Larchmont Charter School.

*Leadership Transitions* – In our 6th year of operation, we have our third principal.

As our school has grown in size, scale, and complexity, we have struggled to find the right person who can serve as a strong instructional leader of our teachers and a strong community leader of our active parent base. We are appreciative of the hard work and strong commitment of our first 2 principals. We are particularly excited to have Dolores Patton on board as principal. Dolores was selected after an extensive search with vigorous input from parents. Dolores brings to Larchmont Charter School over 35 years of instructional experience most recently as a teacher for 25 years at Open Magnet.

*To support our expansion efforts at the secondary level, we brought on Rick Esquivel in 2010 to oversee the middle school program. Most recently Rick served as Assistant Principal at LAUSD’s Markham Middle School in Local District 7 where he began his career as a teacher in 2004. He has a Master of Arts in Education from Loyola Marymount University as well as a Masters of Arts, Urban Educational Leadership and Policy*

In 2008, we developed the position of Executive Director. Our first Executive Director provided valuable support as the Larchmont Schools expanded with its second schools (Larchmont Charter – West Hollywood). In August 2009, Brian C. Johnson joined the Larchmont Schools as Executive Director. A graduate of Stanford Law School and Stanford Business School, Brian served for four years as the Executive Director of Teach For America in Los Angeles where he oversaw the training and support of between 300-400 teachers a year teaching between 24,000 and 32,000 students a year. Securing a single site to support our entire community.

We are fortunate to lease the historic Hollygrove campus to house our 2nd – 6th graders and the St. Ambrose School for our K-1 students. However, we would like to eventually find a single site that will house all students K-5 and a suitable site for our 6-8 grades as well. In addition, we want to make sure our site is accessible to children from many different backgrounds throughout our community.

**We addressed our challenges in a number of ways**

To address the leadership transitions, the Board invested a great deal in sourcing and hiring the right candidates who bring a deep level of educational experience to Larchmont. To address the site challenges, we have secured multi-year leases on both properties and will begin developing a long-term facilities strategy at the Board/Executive Director level.

**Our plans to address similar challenges during our renewal term**

We feel that we have identified the right leaders that can guide Larchmont through its next phase over the upcoming years. As we develop a longer-term facilities strategy, we will be able to identify ways to house our school at one site and with permanency over time.
A detailed analysis of the extent to which Larchmont Charter School has achieved its mission set forth in the original charter petition

Achievement of mission

The mission of Larchmont Charter School is to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit. We have made measurable strides toward our mission over our past 6 years.

Socio-economically, culturally, and racially diverse community of students – 45% of our students schoolwide and 59% of our students in the middle school are students of color; we have a higher percentage of African American and African American students than our community at large. In addition, 35% of our students schoolwide and 46% of our students in middle school qualify for Free and Reduced Price lunch.

We have made a marked improvement in our ability to increase our socio-economic diversity in expanding to 6th grade and recruiting a more socio-economically diverse Kindergarten class. While we are proud of these results, we want to increase our diversity particularly among the lines of children who qualify for Free and Reduced Price lunch.

An exceptional public education – With an API of 931 (the 17th highest in LAUSD), one of the highest similar school rankings in our neighborhood, and one of the highest APIs for our socioeconomically disadvantaged subgroup, we believe we have provided our children with an exceptional, rich, and rigorous public education.

- We foster creativity and academic excellence – With our high student achievement results, we know we have built a culture of academic excellence. We infuse the arts into our curriculum in meaningful ways. Every child has access to high quality arts and music instruction on a weekly basis. We continue our tradition of “morning sing” whereby the entire community gathers on Friday morning to sing as a community. Our students have also written and performed their own fables and plays to exhibit values they have learned at our school. Our students learn with and from each other in an experience-centered, inquiry-based learning environment.

- We thereby work with students, faculty, staff, and parents in providing a high quality education for our students

- We have recently been named the fourth affiliation site (and first in Los Angeles) of
the Edible Schoolyard. The Edible Schoolyard is the brainchild of Chez Panisse founder Alice Waters. The goal of the Edible Schoolyard is to instill in children a lifelong appreciation of the connections between food, health, and the environment. By integrating garden instruction with enrichment such as art and core classes such as ELA, social studies, science, and math; we aim to teach our children the meaningful connection between our community, our environment, and ourselves. All students have walked to the neighboring Project Angel Food to prepare food and feed the homeless. All the students were also involved in partnering with Hollygrove/EMQ to prepare Thanksgiving baskets for Hollygrove clients. Last year, as part of their “Wants Vs. Needs” unit, the K/1 students wrote each wrote a letter to the City of West Hollywood Neighborhood Council explaining why playground time “needs” to be extended and how as children they “need” more playtime. A couple years ago, a few students participated in the Youth Give project which teaches youth to use their time, talent, and treasure to help others. Students did a research on a non-profit organization that they believed in and wrote and published a description of that non-profit organization in the Los Angeles County Guide to Giving. A couple of organizations that students wrote about is of course, Hollygrove, and the other is Students Run L.A.

Curriculum framework & Implementation of various components of our program

In the outline of our curricular framework, we have adhered to the components outlined in our charter to a great degree.

- Constructivist & Thematic – We maintain a model that is constructivist at its corps. Our curriculum is interdisciplinary, experiential, and child-centered.
- Standards integration – We have constructed a curriculum that weaves standards throughout our work. As an example, each of the projects listed above address multiple standards across multiple subject areas.
- Clusters – Our original plan was to develop two-grade clusters throughout the entire K-6 continuum. We have maintained our K/1 and 2/3 clusters. However, as our pupils move into the upper elementary grades, we have felt it more appropriate to maintain single grade level groupings. As the material increases in sophistication, our ability to meet the learning needs of our students is best maximized at grades 4, 5, and 6 when each class is comprised of students from a single grade.
- Family Education – Perhaps the greatest area in which we have diverged from our original charter is in the area of parent education. Originally, we had conceptualized a few key components of parent education. First, we planned for an active program of family education of prospective parents of children 0-5. Second, we outlined a volunteer driven parental literacy-training program in the community. Third, we envisioned a direct parent education program where we supported parents in developing their own literacy skills or completing GED or graduate schoolwork. Over time, we have come to believe that such an approach would spread us to thin and detract from our ability to remain focused on our primary objective of educating the students who attend our school. We value the components of family education a great deal but ultimately have determined that we are not best positioned to deliver those to our community.
Innovative program

We believe we have been able to develop and implement an innovative program at Larchmont Charter School. Our focus on a constructivist and thematic curriculum has enabled us to remain rigorously aligned to the state standards while delivering content in unique ways. Some examples of how we have done so in an innovative way include:

- K/1 – Integration of the arts with science and social studies such as building communities in the classroom
- 2/3 – Solar system created from recycled materials, included non-fiction reading, report writing, and Power Point presentations.
- 4 – Creating a living museum
- 5 – Travel simulation of a covered wagon moving across the United States

WASC Candidacy or Accreditation

We were given a three-year preliminary accreditation in 2007 and have been informed as of October 9, 2009 that our accreditation has been extended to 2011. We are currently seeking to conduct our complete school wide study in 2010-2011. According to the guidelines of WASC, our high school can seek accreditation when it is in its second semester of the initial year in operation. We plan to begin working with our staff and teachers, establishing committees and plans for engaging in the accreditation process at that time and will then formally submit to begin the process at the start of our second year in operation.

Description of Best Practices

We believe the infusion of our constructivism and project-based learning into a rigorous standards based curriculum represents a best practice that we can share with other interested school leaders. We have integrated reader’s and writer’s workshop across the grade levels in a meaningful way. Our use of this framework has enabled us to create meaningful ongoing assessments, student conferences, rubrics, and periodic assessments.

Finally, given the diversity of our community, we have developed an approach of explicitly teaching the power of community that we believe has enabled us to have a cohesive community. We begin each year with the explicit teaching of our Expected School wide Learning Results (ESLRs) many of which focus on the power of working together, respecting others, and seeking to understand. Every Friday morning we gather as a community of students, parents, and faculty at morning sing where we sing songs about the importance of coming together as a community. We use Cool Tools to help teach students how to make and respond to decisions that are in the best interest of the broader community.
An analysis of how data analysis and professional development were used to inform teachers and parent and improve instruction

Assessments are administered beginning of the year and end of the year. The assessments may also be ongoing and includes pre- and post-unit assessments, check lists, and teacher anecdotal notes to describe observations of student work habits and abilities. In the beginning of each school year, end of the year assessment data are compiled and analyzed along with CST data to identify patterns of strengths and needs of individual students as well as to allow teachers to reflect on success or improvement in teaching methodologies. Data may also be compared with previous years’ data to determine growth and progress of students. Teachers use the data to also modify pacing plans whenever necessary.

The charter school’s governing board’s decision-making affected the success of the school

Larchmont Charter School has an active governing board whose decision making process ensures tight oversight and accountability. In the early years, the board was largely comprised of parent and community members. The board was a strong working board. Board members did everything from sourcing our current sites to community fundraising, to designing our website, to helping to collect resources for the school. Currently our board is made up of a mix of non-parents and parents all of whom bring functional expertise to bear on their oversight of Larchmont Charter School. Our Finance Committee is chaired by a CFO of a local production company. Our Board chair is a former Vice President of a national education reform organization and the current Executive Director of an LA based literacy program. Our Vice Chair is a COO of a large LA based youth organization which, in part, runs a handful of charter schools. We have the VP of Development for a California based education reform agency to help vet fundraising plans. Our Finance Committee meets once a month to review financial information. Our Board of Director meets monthly and regularly addresses the following topics: Student Achievement, Diversity/Enrollment, and Finances. The Board also frequently addresses critical items such as: Strategic Direction, Facilities, and Human Resources. The combination of highly knowledgeable board members, frequent meetings, and commitment to address the highest priority topics for a Board results in strong decision making.

The District has benefited from the school’s existence

We value our relationship with the Los Angeles Unified School District a great deal. We understand our role is to create a high quality public education for our students and to contribute to the overall student achievement in the district.

The community has gained a great deal from Larchmont Charter that it did not have before Larchmont was there

Larchmont is only one of three schools in the neighborhood with an API above 900. Furthermore, we have recruited a diverse group of students to attend our school thereby guaranteeing children in the neighborhood can choose a school where there are significant numbers of students from many different racial/ethnic backgrounds. In fact, we join Melrose
Avenue Elementary in being the only neighborhood school that has 9% or more of students from all of the following backgrounds: Latino/Hispanic, African American, Asian American, White. Furthermore, we operate on the Hollygrove campus. Hollygrove, a historic Los Angeles site no longer serves as a residential orphanage. We have been able to partner with Hollygrove to ensure that the site still provides a place for children to come and learn as it has for over 6 decades.

The students are better off at Larchmont Charter than they would have been in their home schools had the charter school not been there.

We have a great deal of respect for the work of our fellow neighborhood schools. We are also proud of our high API score overall, our high API score for students classified as economically disadvantaged, and our high similar schools rank. We believe these numbers point to the fact that students attending Larchmont Charter School are attaining one of the best educational opportunities in the neighborhood.
Assurances And Affirmations

Larchmont Charter School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.

- Not charge tuition.

- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

- Not require any child to attend the charter school nor any employee to work at the charter school.

- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
Element 1: Educational Program

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

The address of the Charter School is 444 N. Larchmont Boulevard, Los Angeles, CA 90004.
The phone number of the Charter School is 323.380.7893
The contact person for the Charter School is Eugene Straub, Executive Director.

The term of this Charter shall be from 2010 to 2015 (the current term of the LCS Charter)
The Charter School will operate on 4 sites in 2013/14 – the sites are:
K-3 (West): 1265 N. Fairfax Avenue (leased through 2015)
4-7 (West): Selma Elementary, 6611 Selma Avenue (Prop 39 co-location for 2013/14 and to be determined for 2014/15 and beyond)
K-5 (East): 815 N. El Centro Avenue (leased through 2015)
6-12 (East): 2801 W. 6th Street (leased through 2033)

The grade configuration is K-12
The number of students in the first year will be 1208
The grade level(s) of the students in the first year will be K-10
(School’s original start date was 2005)
The scheduled opening date of the Charter School is July 2013
(This is the start of the Term reflecting the material revision to consolidate the LCS and LCW charters into one charter operating as Larchmont Charter School)

The admission requirements include: Student must reside in the state of California

The enrollment capacity will be 1750 students in grades K-12 by the 2016/17 school year.
(Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).
The instructional calendar will be September – June for the 2013/14 school year and may be changed in subsequent years to align with the LAUSD instructional calendar start date

The bell schedule for the Charter School will be:
K-3 (West): 8:30 – 3:10
4-7 (West): 8:30 – 3:20
K-5 (East): 8:25 – 3:00
6-12 (East): 8:25 – 3:45

If space is available, traveling students will have the option to attend.
A. Description of the students the school proposes to serve

1. Target Student Population: The student population we aim to serve is racially, ethnically and socio-economically diverse. Our school treasures, highlights and celebrates the vibrant communities that make up our local area and the vast diversity of our students and families in terms of language, culture, ethnicity, and socio-economic status. As demonstrated in our matrix, we have steadily moved toward our goal to increase our free and reduced lunch populations. LCS aims to serve a population of 50% non-white and 50% free and reduced lunch students.

The following chart indicates the grade levels and approximate number of pupils we aim to serve, assuming future charter renewal, and if space allows, for the next five years:

### Grade Configuration

<table>
<thead>
<tr>
<th>Grade</th>
<th>13/14</th>
<th>14/15</th>
<th>15/16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LCS Sites</td>
<td>Total</td>
<td>LCS Sites</td>
</tr>
<tr>
<td>Site</td>
<td>Site</td>
<td>School Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HG</td>
<td>6S</td>
<td>SA</td>
</tr>
<tr>
<td>TK/K*</td>
<td>66</td>
<td>46</td>
<td>112</td>
</tr>
<tr>
<td>1st</td>
<td>66</td>
<td>46</td>
<td>112</td>
</tr>
<tr>
<td>2nd</td>
<td>66</td>
<td>46</td>
<td>112</td>
</tr>
<tr>
<td>3rd</td>
<td>66</td>
<td>46</td>
<td>112</td>
</tr>
<tr>
<td>4th</td>
<td>66</td>
<td>50</td>
<td>116</td>
</tr>
<tr>
<td>5th</td>
<td>69</td>
<td>50</td>
<td>119</td>
</tr>
<tr>
<td>6th</td>
<td>100</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td>7th</td>
<td>100</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td>8th</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>9th</td>
<td>75</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>10th</td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>11th</td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>399</td>
<td>425</td>
<td>184</td>
</tr>
</tbody>
</table>

* Includes any students enrolled as TK.

**KEY**

<table>
<thead>
<tr>
<th>HG</th>
<th>Hollygrove</th>
</tr>
</thead>
<tbody>
<tr>
<td>6S</td>
<td>Sixth Street</td>
</tr>
<tr>
<td>SA</td>
<td>St. Ambrose</td>
</tr>
<tr>
<td>SEL</td>
<td>Selma Ave ES (2013/14)</td>
</tr>
<tr>
<td>TBD</td>
<td>To be determined (2014/15 and beyond)</td>
</tr>
</tbody>
</table>

Note 1: Assurance is hereby given that LCS understands that the number of Teaching Stations and Charter Administrative Offices, as well the spaces allocated to LCS in the SUA provided in the District’s Final Proposition 39 offers Dated April 1, 2013 for Selma ES and Foshay Learning Center will not be increased and that LCS is solely responsible for providing classroom space for all other students.

Note 2: The term of the current charter runs through June 30, 2015 – the enrollment data for 2015/16 is provided for illustrative purposes only.

Note 3: By the 2016/17 school year, total enrollment (K-12) is projected to be 1608.
Note 4: In accordance with Education Code Section 48000(c)-(e), LCS may offer transitional kindergarten ("TK"), the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. LCS will comply with the age requirements set forth in this Section in order to qualify for apportionment for TK.

2. Demographic and Academic Achievement Data: The Hollywood/Hancock Park community is incredibly diverse. As such, the various schools in our neighborhoods have very different student demographics. When we compare the most recent similar school rankings of our neighborhood schools, **Larchmont is in the top 5 for our similar schools rank and currently is the highest performing charter network in Los Angeles.**

<table>
<thead>
<tr>
<th>School</th>
<th>SSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Le Conte Middle School</td>
<td>6</td>
</tr>
<tr>
<td>Hubert Howe Bancroft Middle School</td>
<td>6</td>
</tr>
<tr>
<td>Helen Bernstein High School</td>
<td>1</td>
</tr>
<tr>
<td>Hollywood Senior High School</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Total Enrollment</th>
<th>% of Students FRL Eligible</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1 Latino or Hispanic</th>
<th>% Major Ethnicity #2 White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Le Conte Middle School</td>
<td>1413</td>
<td>80%</td>
<td>35%</td>
<td>79%</td>
<td>12%</td>
</tr>
<tr>
<td>Hubert Howe Bancroft Middle School</td>
<td>1141</td>
<td>52%</td>
<td>6%</td>
<td>41%</td>
<td>27%</td>
</tr>
<tr>
<td>Helen Bernstein High School</td>
<td>1475</td>
<td>82%</td>
<td>42%</td>
<td>82%</td>
<td>9%</td>
</tr>
<tr>
<td>Hollywood Senior High School</td>
<td>1677</td>
<td>67%</td>
<td>23%</td>
<td>72%</td>
<td>10%</td>
</tr>
</tbody>
</table>

The following chart represents the Comparison Schools that LCS uses as a measure of its performance. The list of schools is comprised of the comparison schools that were used during the 2011 material revision of the LCS charter as well as the schools that were identified as comparison schools fro LCW. In addition, the list includes the major resident schools and area schools, along with the major middle and high school sites that are fed by these schools.

<table>
<thead>
<tr>
<th>Comparison Schools</th>
<th># of Students (2011/12)</th>
<th>Multi-Track School (Y/N)</th>
<th>Program Improvement (2012/13) (Y/N)</th>
<th>Met Schoolwide Growth Targets? (Y/N)</th>
<th>Met Subgroup Growth Targets? (Y/N)</th>
<th>API</th>
<th>State Rank</th>
<th>Similar Schools Rank</th>
<th>% FRL</th>
<th>% SPED</th>
<th>% ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cahuenga ES</td>
<td>847</td>
<td>N</td>
<td>Y (P1 2)</td>
<td>Y</td>
<td>Y</td>
<td>872</td>
<td>8</td>
<td>9</td>
<td>95%</td>
<td>9%</td>
<td>75%</td>
</tr>
<tr>
<td>Carthay Center ES</td>
<td>376</td>
<td>N</td>
<td>Y (P1 3)</td>
<td>Y</td>
<td>Y</td>
<td>816</td>
<td>4</td>
<td>5</td>
<td>65%</td>
<td>9%</td>
<td>23%</td>
</tr>
</tbody>
</table>
When comparing LCS to other middle schools in the area, we believe that we demonstrate the need to include a high quality public option for students within the Hollywood/Hancock Park community. The chart in Appendix 1 includes the academic achievement data of the charter school population and that of other public schools within a 2-mile radius of our school.

### B. School’s mission and vision

The mission of Larchmont Charter School is to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit.

In order to maximize the effectiveness of our program all teachers participate in collaborative
analysis in their classrooms and as school-wide community to make informed decisions about assessment, curriculum, pedagogy, and student services. In this manner our instructional program is responsive to student data gathered by the teachers and through the analysis of CST testing performance. Further, we actively support our mission-driven educational experience for our students by helping them to internalize our vision of what it means to be an educated person in the 21st century.

1. What It Means to be An Educated Person in the 21st Century

The LCS definition of an “educated person in the 21st century” is reinforced in explicit school guidelines of conduct in our classrooms, in our schoolyard, and in the larger community. Educated persons of the 21st century possess the following essential skills and knowledge which will allow them to be self-directed, self-motivated and self-reliant in an information-based society:

Academic Skills and Knowledge

- Demonstrate effective written and verbal communication to a variety of audiences.
- Identify and understand mathematic facts, concepts, principles, and theories, applying them in problem situations within and outside the school setting.
- Demonstrate comprehension and analysis of a variety of printed materials when reading for pleasure and/or information.
- Demonstrate an understanding of history in order to perceive the complexities of social, economic, and political problems.
- Demonstrate an understanding of major concepts and processes that are common to all of the sciences.
- Demonstrate critical thinking and ability to solve problems when making decisions.
- Demonstrate an ability to use technology efficiently to achieve specific goals.
- Demonstrate the ability to evaluate information across a range of media.

In addition to these academic skills and knowledge, LCS believes that non-academic skills are essential to be an educated person in the 21st century. These skills are:

Communicates: shares thoughts and ideas orally and through the arts, writes clearly, listens to and hears others, expresses oneself respectfully,

Seeks to understand: formulates questions, pursues answers, reads and thinks critically and thoughtfully, is reflective, considers multiple perspectives of a world community.

Demonstrates respect: for oneself, for others, teachers, for our school for one’s family and community, and for Earth’s environment and living things

Takes responsibility: for one’s actions, for one’s words, for one’s learning, for one’s body, for each other, for the environment and the earth’s limited resources.

Perseveres: when problems cannot be solved readily or when faced with criticism and
disappointment, through challenges, by reflecting, trying harder or differently, and then trying again until reaching a resolution. Our student focus on what it means to be an educated person in the 21st century is a powerful component of our educational program. The emphasis on lifelong learning, supported by our pillars of communication, growing understanding, demonstration of respect, taking responsibility, and perseverance are touchstones for our curriculum delivery, interaction models, and community involvement that we want our children to internalize as LCS graduates. These academic skills and character pillars serve as unifying elements for our school community.

C. Goals to Enable Students to be Self-Motivated, Competent, Life-long learners

The end goal of all education is to create life-long, self-directed learners. LCS strives to develop and support students to become self-motivated, competent and life-long learners; to this end our Expected Schoolwide Learning Results listed above directly correlate with our goals for developing self-motivated, competent, and life-long learners.

1. Developing self-motivated learners: LCS believes that self-motivation requires students to internalize the notions of seeking to understand, taking responsibility and perseverance expressed in our ESLRS. Therefore, we strive to connect students’ personal interests, prior knowledge, and questions with curricular and extra-curricular projects and opportunities. Elementary school students spend a significant amount of time pursuing understanding, developing skills and demonstrating knowledge in a project-based context that allows them to make choices and seek answers to both their own and collectively-inspired questions. Likewise, middle and high school students will be empowered to choose community service and interdisciplinary projects that have personal meaning to them with an emphasis on expanding their interests such that they can make informed decisions about college. By beginning with each student’s interests and questions, LCS can provide students with the means of making connections between their studies, themselves and life beyond the school’s walls. Middle school students will be empowered to choose community service and interdisciplinary projects that have personal meaning to them. Once in high school, students will be encouraged to deepen measurable impact on the world around them. Once in high school, students will be encouraged to deepen their exploration in topics and areas that they plan to study in college as well as make a measurable impact on the world around them. By beginning with each student’s interests and questions, LCS can provide students with the means of making connections between their studies, themselves and life beyond the school’s walls.

2. Developing competent learners: Teaching and learning at LCS is grounded in a constructivist pedagogy of differentiated instruction that allows students to learn from their own experiences. Skills are embedded in the curriculum, deepening student understanding while verifying a context for the regular usage of these basic skills. Students are also guided in accessing meta-cognitive processes by using tools such as thinking maps in order to illuminate their thinking as well as to discover how they learn best. Middle and high school students will continue to learn and grow as individuals, deepening their own identity as learners in order to prepare for college and beyond.

3. Developing lifelong learners: LCS’s emphasis on international understanding and
responsible citizenship throughout the K-12 experience fosters student appreciation for the many positive impacts their skills and abilities can have on the world. The goal is to demonstrate to students as they move from one grade to the next that the more they know and are able to do, the more they can improve the world. As we emphasize college preparation at the middle and high school level, we also strive to instill in our students the belief that the more they draw from their K-12 education, the more options they will have at the college level and beyond. Demonstrating respect and taking responsibility for family, community and the environment drives the social justice component of our curriculum. Mastery of the California State Standards empowers students to contribute more fully to society. Middle school students will culminate their experience in LCS by deepening this focus on issues of social justice, the environment, and project-based interdisciplinary learning and transition to high school prepared to apply their learning beyond the school’s walls. In 11th and 12th grade at LCS students will be expected to facilitate a service learning project within their community or in a surrounding neighborhood that promotes the values of working together in a just society.

Additional academic goals include mastery of the California State Standards, CAHSEE passage and strong performance on the SAT/ACT. All curriculum are designed to incorporate and master the California State Standards, as indicated in the curriculum section. The standardized testing and benchmarking as well as high school graduation requirements established by the district and the State of California will be just as much a part of our assessments as our faculty-constructed rubrics, project goals, student portfolios, and student exhibits. In addition, AP exams will be available beginning with 10th grade World History and in other subject areas (Math, Science, Language and Electives) in 11th and 12th grade. In addition, character development, social responsibility, and self-esteem building are inherent to our entire program and will be assessed through student and teacher evaluations. LCS will strive to meet the expectations set forth for student achievement by the No Child Left Behind Act.

D. How Learning Best Occurs: We believe learning best occurs when students collaboratively ask questions, carry out experiments and investigations, analyze and synthesize information, formulate analogies, draw conclusions and experience, create, appreciate art and music, and participate in community based activities. The teacher’s role transforms to include not only delivery of information and skill development, but also one of organizing information around conceptual clusters of problems, questions, and both discrepant and interrelated situations. In this context learners develop new insights, assimilate new ideas, learn from one another, and generate strong connections to previous learning.

The perspective outlined above is derived from a number of educational models: situated learning theory, expeditionary learning, experiential learning, project-based learning, and collaborative learning. Teacher teams collaborate and gather resources in order to support one another in the development and implementation of curriculum that includes real-world activities, multiple representations, meta-cognitive constructs, critical theory, and community connections beyond the school facility.
It should be emphasized that LCS believes that guidance must be provided to students. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student’s zone of proximal development is “problem-solving under adult guidance or in collaboration with more capable peers.” Student discussion is essential to learning since the mental processes involved in formulating one’s thoughts into words contribute to concept development and formation. However, research has shown that purely discussion-based or collaborative learning can be ineffective if no one acts as capable guide, if students treat each other with disrespect, or if students are reluctant to share their thoughts (Lewis, C. 1999). LCS is aware of these potential problems and is constantly working to limit their impact. The school-wide focus on the importance of our ESLRS, supported by the use of programs such as Cool Tools and Tribes for the elementary school, and coursework focusing on health, personal and social education at the middle school level, deepen the notion of individual responsibility in a social context. Further, student understanding, involvement, and influence in the areas of social justice and environmental stewardship are increased through student participation in school and citywide greening and outreach programs.

In addition to the pedagogical approaches described above, LCS primary grade students experience learning through an emphasis on the role of the learning environment in the educational process. As such, the carefully designed classroom environment is considered a “teacher” providing opportunities for small groups to explore, problem solve, develop and dispute concepts, and learn to cooperate in small group work. Students engage in both short-term and long-term projects and respond, record, play, explore, hypothesize, test and answer thought provoking questions guided by their teacher.

Within our middle school, we believe that learning best occurs when it is authentic and provides students with opportunities to problem-solve and think critically about the subjects and topics they are engaging in and with. To this end, we will incorporate the pedagogical approaches described above for middle school by providing a rich, project-based curriculum that is focused on interdisciplinary opportunities for students to construct knowledge and show mastery of learning objectives in multiple ways. LCS middle school students will be expected to take responsibility for their own learning through high expectations, problem based-learning, real world and community connections. Students will be given opportunities to apply their learning in a variety of contexts through rich inter-disciplinary explorations and curriculum.

At the high school level, students will be provided with the opportunity to field-test their learning by engaging in projects beyond the school walls. Like with the K-8 curriculum, we will incorporate pedagogical approaches that include interdisciplinary project-based curriculum that results in projects that can be shared with or benefit the community. Students will be given opportunities to partner with business and community-based organizations, work in short-term internships and integrate what they’re learning into the world at large. At LCS we believe that this is an essential step in preparing students to make the transition to college where they will interact within a diverse and competitive network that requires independence and the ability to work in a variety of teams and environments.

E. Instructional Minutes and Academic Calendar
1. **Instructional Minutes Assurance:** The LCS daily schedule and annual calendar amounts to more than the minimum number of instructional minutes set forth in Education Code § 47612.5. This code requires all students to experience a minimum of 175 school days and, more specifically, kindergarten students to experience 36,000 minutes, grades 1-3 to experience 50,400 minutes, **students in grades 4-8 to experience 54,000 minutes and students in grades 9-12 to experience 64,800 minutes.**

2. **Sample Bell Schedules**

   **TK/Kindergarten & 1st Grade**

<table>
<thead>
<tr>
<th>Regular Day (M, W, Th, F)</th>
<th>Professional Development Day (Tuesday)</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8:30 – 9:30) English Language Arts/Reading/ELD</td>
<td>(8:30 – 9:30) English Language Arts/Reading/ELD</td>
<td>(8:30 – 9:30) English Language Arts/Reading/ELD</td>
</tr>
<tr>
<td>(9:30 – 10:15) Enrichment Class (PE/Art/Music/Edible Schoolyard)</td>
<td>(9:30 – 10:15) Enrichment Class (PE/Art/Music/Edible Schoolyard)</td>
<td>(9:30 – 10:15) Enrichment Class (PE/Art/Music/Edible Schoolyard)</td>
</tr>
<tr>
<td>(11:45 – 12:30) Lunch</td>
<td>(10:30 – 11:45) Mathematics</td>
<td>(11:45 – 12:30) Lunch</td>
</tr>
<tr>
<td>(12:30 – 1:00) Reading / Writing (1:00 – 3:00) Project Time in Social Studies or Science</td>
<td>(12:30 – 2:00) Reading / Writing</td>
<td>(12:30 – 2:00) Reading / Writing</td>
</tr>
<tr>
<td>330 minutes</td>
<td>270 minutes</td>
<td>195 minutes</td>
</tr>
<tr>
<td>132 days</td>
<td>32 days</td>
<td>11 days</td>
</tr>
<tr>
<td>43,560 total minutes</td>
<td>8,640 total minutes</td>
<td>2,145 total minutes</td>
</tr>
<tr>
<td>54,345 TOTAL ANNUAL MINUTES</td>
<td>54,345 TOTAL ANNUAL MINUTES</td>
<td></td>
</tr>
</tbody>
</table>

   **2nd & 3rd Grade**

<table>
<thead>
<tr>
<th>Regular Day (M, W, Th, F)</th>
<th>Professional Development Day (Tuesday)</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8:30 – 9:15) Enrichment Class (PE/Art, Music, Edible Schoolyard)</td>
<td>(8:30 – 9:15) Enrichment Class (PE/Art, Music, Edible Schoolyard)</td>
<td>(8:30 – 9:15) Enrichment Class (PE/Art, Music, Edible Schoolyard)</td>
</tr>
<tr>
<td>(9:30 – 10:30) English Language Arts/Reading</td>
<td>(9:30 – 10:30) English Language Arts/Reading</td>
<td>(9:30 – 10:30) English Language Arts/Reading</td>
</tr>
<tr>
<td>(12:15 – 1:15) Mathematics</td>
<td>(12:15 – 2:00) Social Studies or Science</td>
<td>(12:15 – 2:00) Social Studies or Science</td>
</tr>
<tr>
<td>(1:15 – 3:00) Social Studies or Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>330 minutes</td>
<td>270 minutes</td>
<td>195 minutes</td>
</tr>
<tr>
<td>132 days</td>
<td>32 days</td>
<td>11 days</td>
</tr>
<tr>
<td>43,560 total minutes</td>
<td>8,640 total minutes</td>
<td>2,145 total minutes</td>
</tr>
<tr>
<td>54,345 TOTAL ANNUAL MINUTES</td>
<td>54,345 TOTAL ANNUAL MINUTES</td>
<td></td>
</tr>
</tbody>
</table>

   50,400 State Required Minutes
### 4th & 5th Grade

<table>
<thead>
<tr>
<th>Regular Day (M, W, Th, F)</th>
<th>Professional Development Day (Tuesday)</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8:30 – 10:00) English Language Arts / Reading / Writing / ELD</td>
<td>(8:30 – 10:00) English Language Arts / Reading / Writing / ELD</td>
<td>(8:30 – 10:00) English Language Arts / Reading / Writing / ELD</td>
</tr>
<tr>
<td>(10:00 – 10:15) Recess</td>
<td>(10:00 – 10:15) Recess</td>
<td>(10:00 – 10:15) Recess</td>
</tr>
<tr>
<td>(11:15 – 12:15) Enrichment Class (PE/Art, Music, Edible Schoolyard)</td>
<td>(12:15 – 1:00) Lunch (1:00 – 2:00) Civics</td>
<td>(11:00 – 12:00) Enrichment Class (PE/Art/Music/Edible Schoolyard)</td>
</tr>
<tr>
<td>(12:15 – 1:00) Lunch</td>
<td><em>(12:15 – 12:15) Enrichment Class</em></td>
<td><em>(12:00 – 12:30) Lunch</em></td>
</tr>
<tr>
<td><em>(1:00 – 1:00) Science</em></td>
<td><em>(1:00 – 2:00) Recess</em></td>
<td><em>(1:00 – 1:15) Recess</em></td>
</tr>
<tr>
<td><em>(2:00 – 3:00) Social Studies</em></td>
<td><em>(2:00 – 2:15) Science</em></td>
<td><em>(2:00 – 2:15) Science</em></td>
</tr>
<tr>
<td>330 Minutes</td>
<td>270 Minutes</td>
<td>195 minutes</td>
</tr>
<tr>
<td>132 Days</td>
<td>32 days</td>
<td>11 days</td>
</tr>
<tr>
<td>43,560 total minutes</td>
<td>8,640 total minutes</td>
<td>2,145 total minutes</td>
</tr>
<tr>
<td><strong>54,345 TOTAL ANNUAL MINUTES</strong></td>
<td><strong>54,000 State Required Minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 6th Grade through 8th Grade

<table>
<thead>
<tr>
<th>Regular Day (M, W, Th, F)</th>
<th>Professional Development Day (Tuesday)</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8:30 – 9:30) Period 1</td>
<td>(8:30 – 9:20) Period 1</td>
<td>(8:30 - 9:20) Period 1</td>
</tr>
<tr>
<td><em>(1:40 – 2:30) PE / Elective, Art, Music, Drama, Creative Writing, etc.</em></td>
<td><em>(12:55 – 1:45) Advisory</em></td>
<td><em>(1:45 – 2:35) Advisory</em></td>
</tr>
<tr>
<td>351 Minutes*</td>
<td>256 Minutes*</td>
<td>206 Minutes*</td>
</tr>
<tr>
<td>132 Days</td>
<td>32 days</td>
<td>11 days</td>
</tr>
<tr>
<td>46,332 total minutes</td>
<td>8,192 total minutes</td>
<td>2,266 total minutes</td>
</tr>
<tr>
<td><strong>56,790 TOTAL ANNUAL MINUTES</strong></td>
<td><strong>54,000 State Required Minutes</strong></td>
<td><strong>54,000 State Required Minutes</strong></td>
</tr>
</tbody>
</table>

*After School Program runs from dismissal to 6PM everyday*

*Instructional minutes include passing periods of 5 minutes or less*
**Course Outline**

<table>
<thead>
<tr>
<th>Courses</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Preparatory</strong></td>
<td>Making Connections to Algebra I</td>
<td>Making Connections to Algebra II</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Monday – Friday</td>
<td>Monday – Friday</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Earth Science</td>
<td>Life Science / Health</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Monday – Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English Language</strong></td>
<td>Introduction to Composition and Literature</td>
<td>Multicultural themes and Composition</td>
<td>Introduction to American and World Literature</td>
</tr>
<tr>
<td>Arts</td>
<td>Monday – Friday</td>
<td>Monday – Friday</td>
<td></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>Ancient Civilization</td>
<td>World History &amp; Geography</td>
<td>United States History</td>
</tr>
<tr>
<td>Monday – Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>Latin</td>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>Monday – Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education / Yoga</strong></td>
<td>Fitness</td>
<td>Fitness</td>
<td>Fitness</td>
</tr>
<tr>
<td>Monday - Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advisory</strong></td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>once a week</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Elective Courses Offered Each Trimester**

- Choir
- Art
- Creative Writing/Study Skills
- Literature/Study Skills
- Drama/Theatre
- Science Olympiad
### 9th – 12th Grade

<table>
<thead>
<tr>
<th>M, W, F</th>
<th>Th</th>
<th>Professional Development Day (Tuesday)</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8:15-10:15) Block 1 – Mathematics</td>
<td>(8:15 - 10:15) Block 3 – Science</td>
<td>(8:15 - 10:15) Block 3 – Science</td>
<td>(8:15 - 9:05) Block 1</td>
</tr>
<tr>
<td>(10:20-12:20) Block 2 – English</td>
<td>(10:20 - 12:20) Block 4 – History</td>
<td>(10:20 - 12:20) Block 4 – History</td>
<td>(9:10 - 10:00) Block 2</td>
</tr>
<tr>
<td>(12:55-2:10) Elective 1 – Foreign Language</td>
<td>(12:55 - 2:10) Elective 1 – Foreign Language</td>
<td>(12:50 - 2:00) – Advisory Early Dismissal (Staff Professional Development &amp; 11th/12th Grade Internship Hours)</td>
<td>(11:00-11:50) Block 4</td>
</tr>
<tr>
<td>(2:15-3:30) Elective 2 – Visual / Performing Arts or PE or Service Learning</td>
<td>(2:15 - 3:30) Elective 2 – Visual / Performing Arts or PE or Service Learning</td>
<td></td>
<td>(11:55 - 12:25) Lunch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>400 Minutes*</th>
<th>400 Minutes*</th>
<th>315 Minutes*</th>
<th>265 Minutes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>102 days</td>
<td>33 Days</td>
<td>30 Days</td>
<td>10 Days</td>
</tr>
<tr>
<td>40,800 total minutes</td>
<td>13,200 total minutes</td>
<td>9,450 total minutes</td>
<td>2,650 total minutes</td>
</tr>
</tbody>
</table>

**66,100 TOTAL ANNUAL MINUTES**

**64,800 State Required Minutes**

* Instructional minutes include passing periods of 5 minutes or less.

### Courses in Proposed Daily Schedule for High School

#### Monday, Wednesday, Friday

<table>
<thead>
<tr>
<th>Time Block</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-10:15</td>
<td>Geometry*</td>
<td>English Literature</td>
<td>Biology</td>
<td>World History, Cultures &amp; Geography</td>
</tr>
<tr>
<td>10:20-12:20</td>
<td>Freshman English &amp; Writing</td>
<td>Algebra II</td>
<td>Ethics &amp; Service Learning</td>
<td>Chemistry (Lab Science)</td>
</tr>
<tr>
<td>12:20-12:50</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:55-2:10</td>
<td>Spanish I</td>
<td>Dance/General P.E. Basketball/Soccer</td>
<td>Spanish II Mandarin I</td>
<td>General P.E. Visual Art</td>
</tr>
<tr>
<td>2:15-3:30</td>
<td>Dance/General P.E. Basketball/Soccer</td>
<td>Spanish II Mandarin I</td>
<td>Dance/General P.E. Basketball/Soccer</td>
<td>Spanish II Mandarin I</td>
</tr>
</tbody>
</table>

#### Monday, Wednesday, Friday

<table>
<thead>
<tr>
<th>Time Block</th>
<th>11th Grade</th>
<th>12th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-10:15</td>
<td>Pre-Calculus</td>
<td>AP English AP Calculus</td>
<td>Physics (Lab Science)</td>
<td>AP Environmental Science and Health</td>
</tr>
<tr>
<td>10:20-12:20</td>
<td>American Literature &amp; Contemporary Composition</td>
<td>AP English Calculus</td>
<td>US History &amp; Geography</td>
<td>Advisory (College Prep Focus)</td>
</tr>
<tr>
<td>12:20-12:50</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:55-2:10</td>
<td>Spanish III Mandarin II</td>
<td>Dance/General P.E. Drama/Theater</td>
<td>Service Learning</td>
<td>Civics &amp; American Government (includes Service Learning component)</td>
</tr>
<tr>
<td>2:15-3:30</td>
<td>Dance/ Drama/Theater/ General P.E.</td>
<td>AP Spanish Mandarin III</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tuesday – Professional Development Day

<table>
<thead>
<tr>
<th>Time Block</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-10:15</td>
<td>Biology</td>
<td>World History, Cultures &amp; Geography</td>
<td>Physics (Lab Science)</td>
<td>AP Environmental Science and Health</td>
</tr>
<tr>
<td>10:20-12:20</td>
<td>Ethics &amp; Service Learning</td>
<td>Chemistry (Lab Science)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:20-12:45</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:50-2:00</td>
<td>Advisory</td>
<td>Advisory</td>
<td>US History &amp; Geography</td>
<td>Civics &amp; American Government (includes Service Learning component)</td>
</tr>
</tbody>
</table>

*If students come in without Algebra I they will either take it in a specially designed class at this time, begin the day on the Middle School campus to complete the course or take Geometry along with a block of Algebra I offered during the afternoon language block.

** Note that visual and performing arts classes will be selected based on parent, student and teacher input.

3. Academic Calendar (2010-2011) See Appendix II

D. Instructional Framework

It is our view that all children can excel at learning and that conceptual understanding can be achieved through insightful guidance and collaborative efforts that heavily involve the student’s interests and natural curiosities. Students will be encouraged to be active learners and will be supported as they challenge themselves and achieve higher levels of learning. At the elementary level, lessons will be taught across subject disciplines through project-based curriculums. At the middle school level, students will experience subject-specific courses and interdisciplinary currents will be embedded in every course.

Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.

1. Teacher inquiry and research to guide curriculum development and pedagogical choices
2. Family participation and community involvement in the educational process
3. Project-based learning
4. Constructivism
5. Multi-Age Clusters
6. Active learning strategies in a block schedule

Grounded in constructivist theory, the educational philosophy of LCS draws upon research and writings on teaching and learning by Dewey, Piaget, Vygotsky, Bruner, Freire, Hahn, Eisner, Noddings, Greeno, and Lave. In addition, the ongoing curricular and site planning for the school and the expected implementation of its mission continues to be updated based on recent empirical research, both qualitative and quantitative, in order to connect theory with practice. Teacher training, collaboration, reading, and experience, as well as site considerations, and parent and community contributions, further impact designs for student success.
1. **Narrative describing a typical day**

Children at LCS experience our school in many ways. For the purposes of this document, we have chosen to highlight experiences through the lens of our team configurations:

**Kindergarten and First Grade**

The students arrive at school between 8 and 8:30 in the morning. At 8:30 they come to classroom where they are responsible for bringing their folder and lunch in. Children in currently work in K/1 work in multi-graded teams and each classroom currently includes both grade levels. The students are then split up into groups according to reading level and head off to their instructional area for targeted instruction in phonics and word study. At 9:15 the students all come back to their classroom for morning meetings where we cover math concepts through the use of calendar develop the concepts of seasons, and weather, before one of the students will be chosen as the “special day person”. We then have reader’s workshop where the students are either in a small group with the teacher or Teacher’s Assistant, or are busily learning at a center. The students then go out to recess. They come back and get ready for math! In math the students learn key concepts and ideas through hands on activities and games. They then return for shared reading where we use a poem that the teaching team has chosen to teach rhyming patterns, memorization and to build literary connections to other content areas. We then do letter formation in handwriting using Handwriting Without Tears. The students then go to lunch and recess. Following recess, they come back in for a read aloud story. Stories often deepen concepts in content areas or model ideas that are being developed for writer’s workshop that follows. Writer’s Workshop instruction begins when the students gather on the carpet for a mini lesson and then they are asked to write. During this writing time, teachers work with individual students in conferences, or in small groups for targeted skills instruction. After writer’s workshop the students enjoy project time for exploration of concepts and questions in social studies and science. We are currently researching plants and bugs. Four times a week the students receive additional instruction by specialists in art, physical education, music, and garden. At 3:00 the students are dismissed.

**A School Day in the Life: Second and Third Grade**

Polly will arrive at school anywhere between 8:00 and 8:30 each morning. Upon arriving at school, Polly puts her snack/lunch in a cubby and her schoolbag on a table to be hung up when she goes inside. Polly then roams around the playground, connecting up with friends. When the chimes ring at 8:25, Polly grabs her school bag and lines up with her second and third grade class to go inside. On the way to the classroom, Polly hangs her school bag in the appropriate spot, keeping her homework folder with her to take inside.

In the classroom, Polly finds her seat at a table and opens up her homework folder so the teacher can check if she has completed her reading log and any homework. She chats quietly (hopefully it’s quietly) with her tablemates while she waits for the teacher to finish going around the classroom. When that is done there is usually a class meeting to answer questions, share announcements and go over the daily schedule.

Because it is a Wednesday, Science is the first thing on the agenda. All of the 2nd /3rd graders are
studying Adaptations at this time, and Polly goes across the hall to the “teaming” classroom to learn about adaptations in the wetlands. She is learning about the plants and animals that live in the wetlands and how these plants and animals can cause changes in the environment they live in. She is working with a partner, creating a collage of the plants and animals and using a flow map to point out the changes and their causes.

After Science, Polly goes out for recess and a snack break. She then lines up again to go into her own class for a word study lesson. Polly notices that the two teaming classes have “mixed” up again for word study. The teacher tells her this is so the lessons are just right for each child. Polly is a 2nd grader and her group is working on differentiating the different vowel sounds for the letter “o” by doing a word sort. (The 3rd grade class is using “Making Words” to practice spelling.)

Next, Polly goes with her class to PE. She is with the PE teacher where they are learning ball skills, coordination and some dance moves as well as cooperation and the rules for fair play. She goes out on the field for a class game.

Polly then returns to the classroom for Writer’s Workshop. The teacher gives a mini-lesson on ways to generate ideas in writer’s notebooks. She models the lesson and then Polly practices in her own workbook. Polly finishes quickly and so the teacher encourages her to take one of her ideas and “sketch” out a story.

Lunch outside is next followed by recess play. After lunch Polly returns to the classroom for a quick review of the words on the word wall before the class splits up and changes places with the team class for math- the 2nd graders in one room and the 3rd graders in the other. Today the teacher starts the class by handing out individual clocks to each student and reviewing time to the half hour (a lesson they have been working on all week). Then Polly gets out her math journal and works out some story problems the teacher has put on the board. Polly is encouraged to draw out the problems and not just give answers. The class shares the different ways they solved the problem. The last 20 minutes of Math class is a math workshop where there are activities with blocks, unifix cubes and money that the class had previously learned set out on the tables, and Polly gets to choose which activity to go to today. She takes her journal with her and records which activity she chose.

After Math, Polly goes outside with her classmates and teachers for a 15-minute run and stretch break. She knows that after break, her teacher will read her a story and then the class will have reader’s workshop. There will be a mini lesson on the strategy the 2nd/3rd grade is working on and Polly will be encouraged to think about that strategy while she is reading. Some days she responds to her reading in her reading journal. Polly really likes her book because her teacher let her choose it herself after a lesson in choosing “just right” books. While Polly is reading independently, she notices that the teacher is having some of her classmates read aloud and conferencing with them on ways to grow as a reader. It is now the end of the day and time to collect school bags and lunch boxes and go to the carpool area of the after school program called Larchmont You.
Our Fourth Grader’s Day

A fourth grader enters his homeroom class at 8:30 am. The chimes have rung and the whole school is moving into individual classrooms to begin their day. The fourth grader looks around, puts his homework folder away and moves towards his chair. He is excited to begin reading his just right book that is in his chair-back. The student begins reading and is later joined by his teacher. The two whisper in hushed tones about his reading selection. While the student reads aloud and then talks about the strategies that he has used this week, the teacher listens and records the conversation on her chart. When they finish, the teacher thanks the student for sharing, reviews the child’s reading goals, and then moves on to another student.

Time passes and book browsing and independent reading ends. All of the students move to community circle. The teacher gives the class important information for the day, reviews the schedule and then the students give an intention.

The teacher gives the next set of instructions and the student moves off the carpet and finds his seat for the mini-lesson. Every day the students have either a reading mini-lesson or a writing mini-lesson, some skills overlap. The teacher tells them that today they are going to have a grammar lesson on adverbs. The student watches the computer screen, as the teacher uses the School House Rock segment on adverbs. The students sing the song a couple of times and then work with a partner to create a circle map about adverbs. The student has his circle map checked by the teacher and is encouraged to share with the whole class as the teacher records students thinking on a class chart about adverbs.

It is **mid-morning** and the student is getting a little antsy…it is time for recess! He walks out of the classroom, engulfs his snack, and heads straight to the handball court. The people in front of him are arguing about who was out and they have stopped the game. A teacher’s assistant comes over and has the students step to the back of the line to talk it out.

**At the end of recess**, line up is called and all of the students in fourth and fifth grade head into the first rotation.

Our fourth grader heads into math class where his teacher, Ian, begins with a math-minute, which is a review of grade level concepts. The students finish the math minute and then log their previous day’s score. After this, the students will look to the board and take out their notebooks and the mini-lesson will begin. After the mini-lesson, students break into smaller groups for differentiated instruction. Most students will continue with an extension of concepts presented in the mini-lesson, while more advanced students will apply the same concepts to a more appropriate level of material. Struggling learners will use hands on materials and receive help and scaffolding from the teacher and the teacher’s aide. After the independent period, we will gather together for to debrief and share for the last ten minutes in class.

*It is then* time to switch gears and move outside to PE. The PE teacher, Stacey, greets them
enthusiastically and has them warm-up. She begins with a few Brain Gyms to get everyone in balance and then tells the class that they will be learning the skills for basketball. He works with his team to practice dribbling the ball and shooting through the relay race that his teacher has prepared for them.

Lunch seems to go by quickly and it is time to head to Amanda’s class for Social Studies. When he enters the room, he is asked to sit at his table. Once he is seated, he will hear the lesson's objective and then receive his student notebook. In his notebook there will be an outline of the expectation for the day. Once all questions are addressed, he will work in group to synthesize pertinent information regarding the climatic regions of California. Once he has synthesized the given information, he will go to a new group and share what they have learned. After teacher member has shared the information that they are responsible for, his group will present all of their information to the whole class. He will listen to other groups and fill-in blank areas in his student notebook. After group share is over he will be told about plans for the next day. He will clean his area and exit the room.

It is then time for the last lesson of the day, science with Sarah. When he enters the room, he goes to his seat and his tablemate, brings everyone their science binder. The student turns to his notes section and looks over the information he has recorded in his journal about his terrarium plants. He sees that some of the seeds have not germinated and he wonders how his group can try to get them to grow. Groups meet and the student discusses his concerns with his teammates. The group checks the soil’s moisture level, the temperature in the terrarium and looks at where the terrarium is set up. They decide that the terrarium needs to be placed in a part of the room with more direct sunlight and move it there. Class ends at 2:50 and the student heads to carpool.

A Day in the Life of a Fifth Grade Student

The student arrives on campus before school and spends some time socializing and playing handball in the pavilion. At line-up, the student grabs her backpack, plops her lunch in the bin and joins her class. The teacher’s assistant leads the chattering class into the room, where everyone organizes their belongings and takes their seats. The morning meeting during attendance covers the ESLR topic from the day before and merges this topic into a journal prompt for English/Language Arts. In the writing block, the student works on drafting a personal narrative from her thinking map and conferences with the teacher on complex sentences and juicy word choice. Afterwards, the student puts her writing binder away and takes out her independent reading book while the teacher completes some reading interviews. Next, the class takes out the Newbery read-aloud book, as the teacher models the metacognition that happens when a good reader experiences literature. The student shares a question about a character’s motivation, which promotes a class discussion that enlightens the guiding question for 5th grade: “How can I be more socially responsible?” The students write about the class discussion and their opinion in their literary response journal before the class period ends.

The class transitions to math where the student works in a math center rotation after a mini lesson. She finishes early and moves to the independent center to attempt a challenge task with a small group. She hands in her homework from the day before then takes her assignment binder to her next class, which is social studies. In social studies, she works with her heterogeneous
group complete the compilation of the data they have collected for the report on Native Americans. During the group work, the student encounters a difficulty in negotiating with a peer and they move to the hallway to discuss a compromise for 5 minutes before they come to an agreement and return to work with the rest of their group. Next, in science class, the students are given clues and information to create a plan to explain a scientific concept. The student writes her insights in her science journal, shares with her group, and then explains her thinking to the class. She hears a peer’s explanation and decides to revise her thinking and re-formulate her proposed plan. She re-writes her plan in her science journal.

During P.E. the students observe a demonstration of muscular anatomy, and follow the P.E. teacher in a related Total Physical Response exercise. The class then begins to rehearse the choreography in their upcoming dance performance. Next, they practice endurance exercises for the President’s physical fitness test later in the year.

After a cool-down and water break, the student joins her class at word study. The class shares their findings from the previous night’s homework assignment to find words with a common Latin root. The student works with her table group to make a prediction about the root word meaning based on how the words can be organized in a thinking map. The next root word hunt assignment is described and the student quickly confers with her table partners to come up with a few words in the last minute of class before dismissal. The student puts her assignment binder in her backpack, says her goodbyes to her friends and teacher and leaves for the carpool area.

A Day in the Life of a Sixth Grader

The 6th Grade Student arrives on campus anytime between 8:00 and 8:30 am. The student spends some time socializing outside of the 6th grade rooms. At 8:25 am, some younger students ring the LCS cowbells, and all 6th graders line up. A 6th grade homeroom teacher greets her class at the line up area and brings the 6th grade students into their luxurious classroom (almost double the size of all the rest). The student knows to take out the supplies he needs for the day and hangs his backpack on an empty hook. The student takes a minute to read the whiteboard in the back of the room to review the daily schedule and read his homeroom teacher’s morning message. Today he is reminded again that he needs to bring his homework planner to all of his classes. The student grabs a daily review and walks quietly to his seat to begin working. After about 10 minutes, the student is interrupted by his teacher to quickly discuss the morning warm-up, and listen to any important daily announcements.

The 6th grade student transitions into Language Arts remembering to bring his/her binder, homework planner, and independent reading to class. The student takes out his reading from last night, which consists of a few short memoirs. He shares his annotations, which he made in the margins, with his table group. He also actively participates in a whole class discussion about the various characters, character traits, and story themes. During this block this 6th grade student spends some time learning new vocabulary words that have Greek and Latin word derivations. Next, the student remains in the room to begin the history block as students from another class filter into the room. Today the student is reading about early Hominids and working with a small heterogeneous group. The group of students put on their social scientist hats as they spend some time analyzing old cave drawings. Could this painting have been a map to the river? Is it part of
ritual? Why did they make the drawing? They record their findings and conclusions in their history notebooks and then turn to their history textbooks to read the real social scientist’s hypothesis.

Loaded down with their homework planners, mathematics materials, writing aids, fantastic ideas, concepts and knowledge, half of the 6th grade class (currently 28 students) eagerly enters the classroom. Working in small learning groups, using their logic and reasoning skills, the students work on a 5-minute math challenge. We come together as a whole group to share our findings and to make adjustments to our thinking, as needed. The math lesson for the day is working with graphs and charts. The students are given a set of data related to test scores in various formats (stem and leaf plot, tally chart, bar graph, and line plot). The students review all four graphs and compare and contrast them, sharing how they are alike and how they are different. Next, the students share what they know from reading the graphs, such as: type of graphs, number of student test scores, number of students, what does the data display, etc. Taking the investigation deeper, next, the students review the graphs and decide which graph best helps them identify the range, median, and mode most easily. All students must explain their thinking regarding which graph helps them to identify this information. Once completed, the students share their findings with their small group then share as a whole group. Students are asked if they have any questions regarding our mathematical investigation. If so, then we, as a group, speaking one at a time, share our questions and opinions. With five minutes before we transition to our next class, homework is assigned and the students write the assignment in their homework planners then head to their next class.

Coming from either mathematics or Language Arts the scientists come together in their homeroom groups with their science materials (science journal, folder, reference book and lab notes) in hand. Using the scientific method, (O.H.E.C.K. O – observe, H – hypothesize, E – experiment, C- conclusions, K – knowledge or kick it off again by retesting our results to confirm our knowledge), we generate hypothesis’ regarding the Grand Canyon. In today’s lesson we look at images of two locations in the canyon, The North Canyon and Nankoweap Canyon. The students note that The North Canyon is at Mile 20 from Lee’s Ferry. Nankoweap Canyon is at Mile 52 from Lee’s Ferry. The students note that the North Canyon has a river elevation for about 2925 feet and Nankoweap Canyon has a river elevation of about 2800 feet. Next, the students observe rock samples from the various points in these two canyons. Sketching from a photograph of the Nankoweap and North Canyons and using the labeled rock samples the students note their findings. The students connect that many of the rock samples are the same, though the two canyons are 32 miles from each other. The students note/observe that the two images look very different, yet the rock samples are the same, why? The goal of this investigation is to generate facts, opinions and hypotheses about the composition of the Grand Canyon.

It’s finally recess time and the student grabs his snack and spends some time on the yard with his friends. After gulping down his snack, he plays about 10 minutes of basketball before he hears the whistle from his TA to line up.

The 6th grader is signed up for hot- lunch and waits in line for his macaroni, fruit, and salad. After lunch, sweaty and tired from the quick soccer game on the field, the student returns to his
homeroom for a writing lesson. Today, he is conferencing with a peer to revise his writing about the ESLRs from yesterday. He thanks his classmate for the feedback and provides the same service for his friend. The time flies by and it’s already time for PE. The student double-checks the board to be sure he has written down his homework in his planner and packs his bags. He’ll leave for carpool directly from PE.

**A visitor to the LCS middle school may expect to see…**

… A typical middle school day begins at 8:30am with students entering their math and science classroom to begin learning. As the student enters the room, she takes out her organized binder, pen and pencil, and agenda planner. In addition, she takes out her complete math and science homework and places them in the corner of her desk so that the homework monitor can check for completeness. **Right away,** the student has started on her daily do now—a set of math problems that checks for mastery of the standards and objectives taught the day before. **The students begin working in pairs** to explain how they solved the problems and what connections they made to the homework from the night before.

As the class moves on, students and teachers go over homework problems for Algebra standard 5.0: Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step from the night before. Students facilitate the checking; they are able to articulate both the procedural steps necessary to solve the particular problem within a standard as well as the conceptual connections behind the standard.

As the class moves into the day’s lesson, the teacher pulls out a ramp and a wooden car. The teacher asks the students to make predictions for how far the car will go on the ramp. Students record these predictions in their interactive notebooks. Next, a teacher asks how the distance might change if the angle at which the ramp is placed is changed. Again, students make predictions—often questioning and pushing each other’s thinking and then write the predictions in their interactive notebooks. After each trial, the students record the actual data.

Moving from this introduction, the teacher then continues with direct instruction by creating a word problem with the students to find the speed of the wooden vehicles based on the distance traveled and the time traveled. In groups, students are creating a word problem that represents the data they collected with the wooden cars. Students create a poster with the word problem, including the equations used, data used, and a connections section. When students are done in their groups, it is time for science.

The teacher will again go back to the wooden car and ask students to describe why the ramp changes the distance and speed of the wood car. The teacher will use the same introduction for the math lesson as an introduction to force and gravity in science class. Over the next few weeks, students will work to create their own wooden cars to study Newton’s Law of Gravity and to use equations and word problems to create a car that will go a certain distance in a certain amount of time with a given level of force. As students wrap up for the day, they write their homework in their agendas and prepare to move into Humanities class.
After recess, students transition into their Humanities block. Students enter their humanities classroom where their teacher is waiting with projected pictures of the bill of rights. As a do now, the teacher asks students to list as many rights as they can on their paper. Next, the students engage with their groups about the rights they listed on their paper. The groups come to a consensus of the rights listed in the Bill of Rights and share out with other groups. As a class, the teacher and students make a list of the rights.

The teacher assigns each group one of the amendments from the Bill of Rights to do a webquest on. Each group completes a webquest using computers and prepares to do a jigsaw with the knowledge they have gained. Using the webquest, students write a summary that includes a main idea, detailed sentences, and a conclusion using standard formal English to describe the Amendment they were responsible for researching. By the end of the period, every person will have notes on the Amendments studies by the other groups. As the teacher moves into her lesson plans in the upcoming weeks, students will use the Bill of Rights and Amendment research to write a persuasive paper to one of the writers of the Declaration of Independence. In their paper, students will need to have a clear proposition (or thesis), evidence, and analysis. Together, students will be working on U.S History standard 8.1.2 and ELA standard WS 2.0.

Students transition between classes freely and with independence, demonstrating they are meeting the expectations set forth in the mission of the school. After lunch, students transition to their physical education or enrichment classes. As students enter their physical education class, they begin by doing a warm-up and stretching led by one of their peers. Every physical education class is started by emphasizing the importance of stretching and preparing muscles for physical activity. Students then run their weekly 1-mile run and track their progress from their previous time before moving into a group game of basketball.

On Tuesdays, students meet with their advisory teacher. At the beginning of advisory, the teacher does a “check-in” with the students—this week it’s a rose and a thorn. Each student uses a talking piece to discuss one high and one low from the week. Using a Socratic Seminar approach, the students and advisory teacher then select a topic and text to discuss for this week’s advisory. The students have chosen to read “If” by Rudyard Kipling and discuss opportunities and chances.

Students leave school with their agendas full of work and next steps to complete before coming back to Larchmont the next day.

_A School Day in the Life of a Ninth or Tenth Grader_

_Students at LCHS are on campus early. By 7:45 am students are already clustered around benches and tables on the quad comparing notes from yesterday’s classes or last night’s homework. Others enter the language lab where the teacher is streaming Spanish language morning news. Two students will be given extra credit for giving the day’s weather report and a summary of the top news of the hour in Spanish to start the class._

_The first bell rings and students move towards their geometry class. They enter the room to find the teacher has arranged the desks in a circle around a scaled model structure built out of_
balsa wood representing the downtown Disney Concert Hall. Their assignment: determine what 3 dimensional geometric shapes were used to create the unexpected combination of walls and ceiling that make up the hall’s unique architecture. Using their knowledge of trigonomic functions and the relationship between three dimensional geometric shapes, they will then work to explain how the construction builders knew it was reliably sturdy and how the shape of the building affects the sound of the music played within.

The class begins with a lively discussion during which time some students search for information about architect Frank Gehry’s past projects on class laptops and others share memories from a field trip to the concert hall taken in middle school. Soon, the real work has begun – students pull out measuring tape, sketch what they see on graph paper and compare notes from a prior lesson during which time the formulas for geometric shapes were introduced. The teacher circulates ensuring everyone’s engaged, intervening when she sees a student get off track and pointing out when a student or group of students makes a noteworthy observation or conclusion. A team re-builds portions of the model in the back of the room with connecting rods and tests the pressure points on the shapes. Other students research the way sound travels and responds to a variety of configurations in concert halls around the world using the Berkeley School of Music website and links referenced by a PhD student for her research. Groups and individuals begin to form hypothesis that they’ll present to the class in a closing discussion. Tomorrow’s lesson will be in the form of a presentation facilitated by their teacher – giving answers to the questions posed above in the form of a response to the students’ theories.

Block 2, English opens with a series of short monologues presented by members of the drama club. The focus of the day’s lesson: Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). Students follow along with excerpts of the literature being read aloud making notes in the margins and highlighting evidence of the characteristics of each type of literature. Once the readings are complete, the performers facilitate small group discussions in which students first identify the characteristics of the different forms of literature and then apply their understanding by drawing comparisons to another text in the same genre. The groups present their analysis to one another while the teacher captures their learning in a template on his computer projected on the Smartboard. At the end of the class the teacher prints and distributes the notes to the students along with 3 sample texts they’ll analyze for homework.

The day continues for the students as they head to lunch and then their afternoon electives. In 9th grade they begin with Spanish and as 10th graders then choose between Spanish and Mandarin knowing that their choice will take them through 4 years of language classes with the expectation that they’ll graduate sufficiently fluent to pass the AP exam in their language and/or travel independently in a country where the language is spoken. The Spanish teacher has taken the goals to heart and begins fundraising with her 9th graders for a graduation trip to Oaxaca. The Mandarin teacher has organized a language exchange with foreign students attending Santa Monica City College and Los Angeles City College who are looking for Mandarin-English conversation partners. Language classes are lively exchanges of
conversation with ample opportunity to practice speaking aloud as well as rigorous computer-based assessments that measure the students’ mastery of vocabulary and grammar rules.

A School Day in the Life of an Eleventh or Twelfth Grader

As students at LCHS transition into 11th and 12th grades, the style and rigor of their day shifts to match that of a high quality liberal arts college. Teachers distribute a syllabus at the beginning of each quarter reflecting ample amounts of reading that is to be completed outside of class. Teachers expect their upperclassmen to be able to engage in lively discussion demonstrating their ability to internalize the material and apply critical thought that takes them beyond the CA State Standards and prepares them to compete for spots at top colleges and universities.

The day begins with traditional classes including 11th/12th grade English, and Math courses covering pre-calculus, calculus and AP calculus.

Setting apart the academic day of 11th and 12th graders as different from the 9th/10th grade experience, is their application of service learning. Whereas in their first two years in high school the focus of their service-learning projects is on learning how to design a project and work together with a diverse group of participants and constituents to complete a project, their 11th and 12th grade years are focused on measurable outcomes. Upperclassmen are encouraged to get involved with local or international community based organizations to make a difference in the world around them. For example, following a disaster such as hurricane Katrina, a small group of 12th grade students may establish a Facebook network of high school students working to provide outreach to college freshman from New Orleans. They may begin by contacting colleges and universities through a letter-writing and call banking campaign to identify students who may have lost family support in the disaster. In an effort to ensure the students whose families were impacted by the disaster aren’t forced to drop out of college, LCHS may raise funds, coordinate home stay options for students during holiday and summer breaks and establish a website publishing stories of these college goers affected by the disaster.

Another group of 11th graders may work alongside their math and science teacher to gather data about the pollution and littering affecting the Los Angeles River. They may organize groups of LCS students to conduct observations and measurements of the amount of trash in high traffic areas of the river gathering information that they may present to an LA Times staff writer and/or the City Council in open session. The focus of these projects is to illustrate the power that young people have to make a difference in the world while simultaneously guiding their exploration of potential areas of study in college.

2. Teaching Methodologies and Classroom Organization: Unique Features of LCS

a. Classroom Organization
Currently, LCS teachers work in mixed-age classrooms (K/1 and 2/3) while LCW teachers loop (K/1, 2/3 and 4/5). Beginning with the 13/14 school year, LCS will adopt looping as the
common model for all classrooms grades K – 5, although 4th and 5th may be configured as straight grades depending on leadership decisions and the availability of facilities.

As noted above, in accordance with Education Code Section 48000(c)-(e), LCS may offer transitional kindergarten ("TK"), the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. LCS will comply with the age requirements set forth in this Section in order to qualify for apportionment for TK. Each elementary campus will include a TK/K combination classroom to accommodate any TK enrollment.

Given the increasingly wide variety of ages in Kinder and 1st grade, the model of mixed-age classrooms has become less effective in serving the best interests of children and their ability to learn and it has also made differentiation far more difficult for faculty. The need to differentiate across two grades with vast differences in both ability and chronological age has created great challenges for our faculty. While LCS continues to see strong results on standardized tests, it is projected that children will be better served in individual grade-level classrooms with teachers that loop with them, rather than in mixed-age classrooms.

Academic content demands in grades 4, 5, 6, 7, and 8 are currently supported with single grade classes, and exciting, student-centered curricular delivery is being achieved through team-teaching and project centered instruction. Overarching themes and guiding questions frame authentic learning experiences at all levels. They also provide a framework into which academic standards can be incorporated, connections between experiences and ideas can be highlighted, and interdisciplinary projects can be situated. At all levels, team structures will vary to accommodate student needs, facilities, and teacher expertise.

When students transition to High School their learning will be supported in subject-specific classes aligned to fulfill and exceed the California A-G college required classes. Instructional delivery will continue to be administered through project centered practices but will also reflect, in many cases, the methods driving Advanced Placement (AP) courses. Teachers will provide a framework into which academic standards will be incorporated and connected to projects and essential questions highlighting real-life connections and interdisciplinary learning. At all levels, teachers will collaborate to accommodate student needs, facilities, and teacher expertise.

b. Focus on State Standards and Transition to Common Core State Standards (“CCSS”)

Unit plans for Language Arts, Mathematics, Science and Social Science for all grade levels are vetted by the principal or assistant principal to assure comprehensiveness and that all standards are taught at the appropriate level of rigor. Classroom visitations by the principal and assistant principal are used to track progress on unit plans, offer instructional support, and model instructional delivery. Post visit conferences with teachers deepen coaching and inspire ongoing reflection to improve practice, gather additional materials for student and teacher resources, and assess needs for staff development. Diagnostic, ongoing, and end of year assessments track student progress to ensure that all standards are taught at the appropriate level of rigor.
As the state transitions to Common Core Standards, we are committed to making this transition as per established timelines. Faculty preparation for the transition began in the 2012-2013 school year through professional development opportunities. As of 2013-2014, all faculty will be supported in the compilation and routine review of the Larchmont CCSS Standards Trackers to verify that all standards are addressed with adequate depth, breadth, and rigor.

Focus on State Standards within Multi-age K-3 classes

Our students in our multi-grade kindergarten/first grade and 2nd/3rd grade classrooms remain with their teacher for two years, a practice we refer to as looping. In order to ensure that students receive all of their grade level standards within the grade level year, the teachers in these teams have devised plan for instructional delivery in science and social studies, math and language arts.

All standards are taught each year and are included as elements of the themes during each year of our two-year plan. In this way we broaden and reinforce student familiarity with the concepts represented by the standards. For example, in year one, a kindergarten student would be taught Physical Science standard 1b “Students know water can be a liquid or a solid and can be made to change back and forth from one form to another” during the Air and Weather unit in November. In year two, a kindergarten student would be taught Physical Science standard 1b during the Foss Solids and Liquids module. Each standard in the kindergarten and first grade social science and science frameworks is included during year one projects as well as during year two projects. In this manner students receive all of their grade level standards within their grade level year resulting in reinforcement of learning.

As discussed above, by 2013-2014, the K-3 program will shift to a single grade level classroom configuration, with a 2-year looping process. Each grade level will address the CCSS for the appropriate grade.

Academic content in grades 4 and 5 at the elementary level, 6-8 in middle school and throughout the high school will prioritize the CA state content standards with an emphasis on increasing opportunities for students to demonstrate their learning through experiences that engage their critical thinking. The teachers will organize their pacing plans using the CST blueprints whenever available, to ensure that instructional time is maximized for the purpose of mastering prioritized standards from the state. Content will shift to CCSS alignment as appropriate over the remaining term of the charter.

d. Constructivism

The constructivist model engages students in formal school learning as fully as they participate in learning life experiences outside of school. Constructivism, more an instructional viewpoint than a methodology, centers learning around the student, empowering her to use gathered information to question her hypotheses, and continually expand constructs that define her understanding of the world around her. At LCS teachers share the joy of discovery with their students, propping up their discoveries with information, expanding their conceptual development with questioning, editing unit plans to respond to student interests and speculations, and celebrating their accomplishments with projects and presentations. This joy of discovery permeates our learning community.
Project Based Learning (PBL)

Our constructivist model is built on project-based learning. (PBL) as a curricular and pedagogical strategy that organizes learning around projects. In this framework, students are collectively involved in planning, problem-solving, decision-making, and investigation; they may work relatively autonomously, as well as cooperatively, over extended periods of time; they reflect on their work, receive feedback and incorporate the feedback; they are guided by teachers’ facilitation to develop skills; their final product represents the skills and knowledge gained, which fulfills explicit educational goals (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). Teaching teams work together to develop age appropriate curricular themed units and projects selecting related materials to maximize student learning. In the elementary school, typical unit organization often includes:

Beginning of Unit: Teacher elicits questions and problems from students and rephrases as needed to pose developmentally appropriate challenging questions or problems that become the “driving” question for the project (Krajcik, Blumenfeld, Marx, & Soloway, 1994; Marx, Blumenfeld, Krajcik, Blunk, Crawford, Kelly, & Meyer, 1994).

Development of Unit: LCS teachers “scaffold” instruction: breaking down tasks, providing needed skills and enhancing students’ background information, using modeling, prompting, and coaching to teach strategies for thinking and problem solving. (Blumenfeld et al.1991).

Project Completion: Teachers support student projects in various ways including focused instruction, acquisition of materials, guiding student research, promoting letter writing, setting clear expectations, displaying finished products, and organizing opportunities for sharing with parents and community members. Here is an overview of currently developed project/skill correlations:

As students advance from elementary through middle and to high school the standards and expectations for learning become more specific and advanced. Project-based learning in the middle school will follow a constructivist model that allows for students to develop their understanding and learning in an interdisciplinary setting. According to Heidi Hayes Jacobs, “Interdisciplinary [learning] is a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, topic, issue problem or work.” (Jacobs, 1998) Research has shown that interdisciplinary themes allow for greater assimilation of knowledge and more appreciation of how subjects integrate with other fields. We also believe that this type of teaching prepares students to be more versatile in the range of learning opportunities offered to them at the college level. Students will be able to synthesize their learning by pulling answers from multiple disciplines in order to answer complex questions.

Project-based learning (PBL) is an innovative and empirically proven instructional strategy that engages students in learning and encourages deep understanding rather over procedural knowledge of discrete skills, often known as “drill and kill.” A study of PBL implemented in US high schools found that it helped teachers to engage students in the community, to personalize
learning, and to teach skills beyond academic content, such as group work and presentation skills—skills that research shows are imperative for success in both higher education and the work force. (Ravitz, 2008) Studies of PBL used in British secondary schools documented that students who participated in PBL curriculum significantly outperformed traditional-school students in mathematics skills as well as conceptual and applied knowledge, passing the national exam at three times the rate of those in traditional schools. (Ravitz, 2008) While PBL certainly does not focus on teaching that is directed towards taking standardized tests, it prepares students for success on such high-stakes test by encouraging critical thinking and problem solving across subject areas.

e. Edible School Yard Program
The Edible Schoolyard program, housed in our school gardens, serves many functions in our school community. The garden serves as an outdoor classroom, a setting where science standards come to life and are entwined with other subject areas through purposeful garden projects. Our gardens are places for urban children to connect with the earth, and build habits of healthy eating and respectful environmental stewardship. Our gardens are focal points for school wide community building activities including garden work-days, and our Earth Day Celebration inspires and showcases thoughtful environmental practices.

f. Thinking Maps
Thinking Maps, which are a combination of mind mapping- brainstorming webs, graphic organizers, and thinking process tools, introduce a common visual language for learning across communities. These visual maps that represent concrete pictures of abstract ideas have been linked to the ability to learn (Hyerle, 2004). When students actively connect visual patterns with abstract concepts, they learn about the process of metacognition, or higher order patterns for thinking and understanding. Additionally, special education students have effectively used these tools to understand the connection between prior knowledge and new skills, thereby increasing their academic success. The five qualities of Thinking Maps – consistent, flexible, developmental, integrative, and reflective - allow for transfer of skills. These instructional tools, which all teachers have been trained to utilize, are implemented school wide across subject areas. Students use them to analyze text, organize their own writing, plan investigations, analyze processes, and more. Thinking Maps have been successful with students in all grade levels and when used consistently and with articulation among grade levels, it allows students to transfer knowledge and apply higher levels of thinking to what they are learning. It has also been shown to be particularly helpful for students who are English Language Learners and will be used throughout ELD instruction to build student’s language acquisition.

g. Structure of Middle School Program
Students will receive core instruction in academic areas of English and social studies and math and science. This combination of core subjects allows for teachers to implement project-based learning that is interdisciplinary across subjects. Students will receive core instruction in humanities, including English language arts and history, and a math and science. Students receive their grade level content standards in time blocks. The humanities class will include 120 minutes for instruction in English standards (60 minutes) and history standards (60 minutes). An additional class will include 60 minutes of math instruction and 60 minutes of science. The rigor of the math and science content in the middle grades demands that both are taught as discrete
subjects; however the back-to-back scheduling of these two subjects will allow teachers to
design, projects that integrate math and science standards into interdisciplinary learning.
Grouping the math and science courses together also allows flexible scheduling for example,
extending science period during a lab. Middle school students will also have the option to take electives such as art, P.E. technology, and foreign language.

The 6th through 8th grade teams will consist of teachers who teach either math and science or Humanities. Teachers will have either a multiple subject teaching credential or single subject credentials in a manner that is NCLB highly qualified compliant at the middle school level. Elective teachers will be compliant based on NCLB credentialing requirements. The grouping of content areas supports project based learning through standards based instruction. For example, student will explore history standards of the United States Constitution while using English language arts standards to analyze the expository text. The structuring of core content areas in this way appropriately structures learning for a middle school student while still promoting autonomy and critical thinking building.

The 6th Grade Curriculum can be found in the Standards Maps in Appendix 3. The following represents the curriculum to be implemented in core classes at the middle school level:

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Prentice Hall Literature</td>
<td>Prentice Hall Literature</td>
</tr>
<tr>
<td></td>
<td>Timeless Voices, Timeless Themes Bronze</td>
<td>Timeless Voices, Timeless Themes Silver</td>
</tr>
<tr>
<td>History</td>
<td>History Alive! The Medieval World and Beyond</td>
<td>History Alive! The United States Through Industrialism</td>
</tr>
<tr>
<td>Science</td>
<td>FOSS &amp; Prentice Hall: Focus on Life Science</td>
<td>Foss &amp; Prentice Hall: Focus on Physical Science</td>
</tr>
<tr>
<td>Math</td>
<td>CPM Educational Program: Foundations for Algebra</td>
<td>CPM Educational Program: Algebra Connections</td>
</tr>
</tbody>
</table>

**ELD for ELs is supported through the use of supplemental materials that scaffold the mainstream instructional program used across all grade levels.**

Middle School Courses (see Appendix 3) for complete state standards alignment to each course) Each core subject teacher will have the necessary California teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment. (ELA, Social Studies, Math, Science, Foreign Language) Teachers of non-core classes (The Arts, P.E., technology) will have qualifications consistent with the requirements of state legislation.

<table>
<thead>
<tr>
<th></th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>English Language Arts &amp; Ancient Civilizations (60 minutes of each)</td>
<td>English Language Arts &amp; Medieval and Early Modern Times (60 minutes of each)</td>
<td>English Language Arts &amp; US History (60 minutes of each)</td>
</tr>
<tr>
<td>Science</td>
<td>Earth Science</td>
<td>Life Science</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Math</td>
<td>Math 6</td>
<td>Pre Algebra</td>
<td>Algebra</td>
</tr>
</tbody>
</table>
h. English Language Development (ELD) for Secondary Students:

Program Goal: Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate supports.

Building on the work done in the elementary school, students moving into middle school receive differentiated ELD instruction and scaffolded academic content instruction and support in order to prepare them to access to A-G course requirements to be college prepared and career ready. This program option also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-speaking peers.

Structure of High School Program

Students will continue to receive core instruction in academic areas in single-subject, grade-level specific classes designed to address the state standards with a focus on project-based learning. The classes selected for Larchmont Charter High School students are aligned with the University of California’s recommended “A-G requirements” accompanied by courses offered at some of Los Angeles’ best in class district, charter and private schools. We intend to offer our students a rigorous selection of courses that will set them apart as competitive applicants to our nation’s top colleges and universities.

The daily schedule will consist of two 120 minute blocks of core content-based instruction in the morning, followed by two standards-aligned electives in the afternoon. The universal course-load that all students are expected to carry throughout their four years at LCHS include, at minimum, two Advanced Placement (AP) courses with the possibility that students may self-select as many as four AP courses in their senior year.

The 9th – 12th grade curriculum including AP course outlines can be found in the Standards Maps in the Appendix 3. The following curriculum represents the course offerings at the high school level:

<table>
<thead>
<tr>
<th>Courses</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Freshman English &amp;</td>
<td>English Literature</td>
<td>American Literature &amp; Contemporary Composition</td>
<td>AP English Literature</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Pre-Calculus</td>
<td>Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Calculus</td>
</tr>
<tr>
<td>Science</td>
<td>Biology (Lab)</td>
<td>Chemistry (Lab)</td>
<td>Physics (Lab)</td>
<td>AP Env.Science and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>History/Social Science</td>
<td>World History, Cultures &amp; Geography</td>
<td>US History &amp; Geography</td>
<td>Civics &amp; American Government/Service-Learning [Double-Block]</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Spanish I</td>
<td>Spanish II Mandarin I</td>
<td>Spanish III Mandarin II</td>
<td>AP Spanish Mandarin III</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>Dance Drama/Theater</td>
<td>Applied Technology</td>
<td>Dance Drama/Theater</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>General P.E. Basketball/Soccer</td>
<td>General P.E. Basketball/Soccer</td>
<td>General P.E. Basketball/Soccer</td>
<td></td>
</tr>
</tbody>
</table>

*If students come in without Algebra I they will either take it in a specially designed class at this time, begin the day on the Middle School campus to complete the course or take Geometry along with a block of Algebra I offered during the afternoon language block.

**English Language Development (ELD) for Secondary Students:**

**Program Goal:** Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate supports.

Continuing the support model that begins in sixth grade, these students receive differentiated ELD instruction and scaffolded academic content instruction and support and have access to A-G course requirements to be college prepared and career ready. This program option continues to meet the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-speaking peers.

### A-G Required Courses

<table>
<thead>
<tr>
<th>History/Social Science: Two years, including one year of world history, cultures, and historical geography and one year of an US history or one-half year of US history and one-half year of civics or American Government.</th>
<th>Larchmont Class Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.</td>
<td>Freshman English &amp; Writing English Literature American Literature &amp; Contemporary Composition AP English Literature</td>
</tr>
<tr>
<td>Mathematics: Three years of college preparatory mathematics that include topics covered in elementary and advanced algebra and two-and three-dimensional geometry.</td>
<td>Geometry Algebra II Pre-Calculus Calculus/AP Calculus</td>
</tr>
<tr>
<td>Laboratory Science: Two years of laboratory science providing fundamental knowledge in at least two of Biology (Lab Science) Chemistry (Lab Science)</td>
<td></td>
</tr>
</tbody>
</table>
these three disciplines: biology, chemistry, and physics.

Physics (Lab Science)

Language Other Than English: Two years of the same language other than English.

Spanish I-III & AP Spanish
Second Language I-III

Visual & Performing Arts: One year, including dance, drama/theater, music, or visual art.

Dance
Drama/Theater
Visual Art

College Preparatory Elective: One year (two semesters), chosen from additional “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “g” electives.

General PE
Basketball
Soccer
Student Government

College Preparatory Focus

We are prepared at Larchmont Charter High School to provide our students with college counseling to ensure that all students have access to the top colleges and universities across the country. Our individualized college counseling program will help guide students as they prepare for, apply to and select the college or university that best fulfills their long-term goals. Students and their families will begin on this path as freshman and will receive ongoing support through their acceptance and commitment to the college or university of their choice.

9th & 10th Grade

Parent/Guardian & student orientation meetings to provide information on the college admissions and preparation process (including financial preparation).
Review of each student’s class schedule to ensure that they are prepared to successfully complete the appropriate college-preparatory courses.
Advisory discussion regarding college-going values and commitment to learning.
Provision of PSAT (Preliminary Scholastic Assessment Test) information including test dates, registration, and fees.
Collaborate with students to plan and provide recommendations for summer enrichment opportunities to bolster their college applications.

11th Grade

Parent/Guardian & student meetings to provide an overview and timeline for college admissions, application process and requirements.
Provide optional financial planning workshop for interested families.
Review of each student’s class schedule to ensure that they continue to be on track to successfully complete the appropriate college-preparatory courses.
Advisory class will provide opportunities for SAT preparation, peer review of practice college essays and discussion regarding how best to select the college or university that will support your long-term goals.
Assist students with registering for college entrance examinations (SAT Reasoning or ACT and SAT Subject Tests.)
Arrange for students to attend college fairs and presentations by college and university representatives.
Provide individualized support, as needed, with the college application and essay-writing process.
Assist students with development of resume and portfolio of accomplishments and
extra-curricular activities including service-learning and summer enrichment opportunities.

| 12th Grade | Parent/Guardian meetings to inform parents on the college application process and college selection. Provide optional financial planning workshop for interested families including information about the FASFA, college scholarship and loan information. Review of each student’s class schedule to ensure that they continue to be on track to successfully complete the appropriate college-preparatory courses. Advisory will provide students with the opportunity to discuss the transition to college and how best to prepare academically, socially/emotionally and financially for success in college and long-term. Process admissions application for every senior, including personalized letters of recommendation. |

3. Selection of Curriculum & Instructional Materials

LCS is dedicated to the idea that every child can accelerate their progress and achieve at high levels through powerful learning. Powerful learning depends on a rigorous curriculum that is interdisciplinary and thematic, where learning is related to the personal experience of the students and calls for higher order skills. LCS will select materials in accordance with state adopted curriculums when appropriate.

The school-wide theme LCS is currently using is “Perspectives.” Each team at LCS interprets the school theme in a way that corresponds with the developmental level of the children. As children mature through the primary school years, their ability to see and understand perspectives other than their own expands. We strive to enhance the natural development of these skills by highlighting the existence of multiple perspectives in an explicit manner. Students need to hone their ability to understand different perspectives and approach situations and problems in a variety of manners in order to succeed in academic and public endeavors in the future. Our notion of multiple perspectives also inspires community outreach and includes viewpoints of other living creatures in our environment. While state standards form the underlying foundation of the curriculum, team themes provide the framework through which standards are approached, content is mastered, and skills are developed. Overarching questions can direct student thinking and connect unit activities to the one another. These themes, units and guiding questions continue to evolve as new elements are added, edited or deepened, and such factors as teacher and parent expertise, community outreach projects, and current events are included in their design. Teams with multiple grade levels develop 2-year cycles so that children experience a changing curriculum over the two years that they are in the team. Examples of team themes that currently guide LCS teachers include:

**A Child Growing and Changing in His or Her Environment:**
(K/1) Overarching question Yr1: What is a community? Students begin by discussing and exploring this question. After students’ interests have been surveyed and grouped, they are placed into groups with other students to begin their in-depth study. For example, if students are interested in how we get the food that we eat,
they will visit local markets and farms, and use garden experiences to enhance understanding. Yr 2: How do we, and things in our environment, grow and change? Student interests might include how plants grow, how weather changes over time, changes in their families, etc.

Patterns in the World Stay Constant or Adapt to Changes: (2-3) Year 1 Specific content questions in science: How does energy and matter change from one form to another? How does light move? How do adaptations improve and organism’s chance for survival? How do patterns of objects in the sky stay constant or change? Specific content questions in social studies: How have communities in California adapted and changed over time? What are the roles of laws in our daily lives and how does the structure of our government affect us? Year 2: Content questions in science: How do objects move and/or simple machines work? How do plants and animals grow and change? What is the earth made of and how do we use earth materials as resources? Specific content questions in Social Studies: How have things changed from long ago to today? How have individual actions and the character of people made a difference in our world?

Perspective: (4) Fourth grade students proceed from the study of individuals who make a difference in their communities and the world, to a study of California. Students explore geographic regions, landforms, climate, and resources of the state and how these geographic characteristics made California an appealing. They learn about the state's social, economic, and political institutions and how these institutions respond to the needs of Californians. They study the land and its people analyzing the diverse groups that have contributed to the development of California. Students explore the motivations of the various groups of people who immigrated to California during this period in history. They also examine and compare the benefits and costs of exploration and colonization from the viewpoints of different groups. Later in the year, students will analyze the Gold Rush and explain the resulting dramatic changes in California drawing parallels between contemporary issues and their historical origins. Topics studied in science at this grade level are electricity and magnetism; food chains, food webs, and ecosystems; properties and processes of rock and mineral formation; and changes effected by waves, wind, and water on the earth. These scientific concepts will be studied through the lens of our guiding questions delineated in our curricular maps.

Systems: (5) How do the components of a system work together? Our universe is full of complex systems. Each system is made up of several components which each play a distinct and essential role in the overall function of the system as a whole. Using this question as a frame, we will investigate systems, such as the elements, the human body, the United States government, and the solar system throughout the year. Students will have the opportunity to study the systems of the human body and learn how they interact and depend on each other. Based on their interests, they will form groups to explore a particular organ or system in the body (e.g., liver, heart, digestive system). Through research and experimentation students will develop a deeper understanding of their selected organ or system and how its function affects the body as a whole. Each group will be asked to become experts on their organ or system so that they can enhance the understanding of their classmates.

Earth and Early Civilizations (6) Guiding questions for grade 6 include: How did the earth’s structure influence early civilizations? What elements of early civilization were most influenced
by geography? What other factors influenced early civilizations? What comparisons can be made between these civilizations? How does available energy impact civilizations? How do energy choices affect our environment and our ecosystems today? How can we predict what the impact that today’s choices regarding the use of resources and energy might have on future generations?

State content standards are embedded in our projects and are identified by grade level in our Standards Maps. Key subject matter benchmarks have been developed to measure student progress towards these benchmarks. Standards guide instruction in grade-level teams, and are imbedded rather than serving as standalone guides for instructional delivery. Curricular maps for grades K-8 describe essential questions, content, standards, assessments and resources.

At LCS we are proud of our instructional delivery. Our skill families are developed through the grouping skills around central ideas, and skills are then contextualized in projects. These projects are shared experiences that build institutional memory, they are stories shared with families, the laughter-filled flashbacks shared with friends. How is this curricular delivery designed? In our teaching teams.

The K/1 team is currently comprised of six teachers, all teaching in multi-aged classrooms. This team of six teachers meets 1-2 times a week as a whole team to discuss plans for the coming week. All K/1 teachers teach from an aligned curriculum and use a team-wide pacing plan.

Students are initially assessed using the Developmental Reading Assessment, CORE, and sight words, Fountas and Pinnell assessments, and grouped by reading ability. Ongoing assessments continue to inform instruction and influence changing student groupings. Teacher anecdotal notes, such as running records, continually inform instruction. TERC assessments in math, as well as teacher created assessments help support differentiation for instruction in mathematics.

Each team member currently teaches a leveled group in the morning for guided reading in order to maximize correctly leveled guided reading for students. Within this team of six there are also two teacher teams that plan for instructional delivery and differentiation in math and other subject areas. K/1 students are taught using an approach to education that emphasizes the role of the learning environment in their educational process. Project time gives students the opportunity to explore key concepts and subjects through the arts, and teachers develop the classroom environment to support and enhance this exploration. Students engage in both short-term and long-term projects and respond, record, play, explore, hypothesize, test and answer thought provoking questions guided by their teacher. Parents are often invited to enjoy culminating activities or to add their expertise to developing explorations.

Teachers work as a team to select appropriate instructional resources. In Language arts, teachers use Lucy Calkins, Units of Study, and 6Traits of Writing by Ruth Culham as a format and resource guides for Writer’s Workshop, and Reading A-Z for Reader’s Workshop organization. Children use words walls, writing notebooks, spelling dictionaries and independently select books using the A-Z leveling system. The math program resources include TERC, and units designed by Kathy Richardson and Marilyn Burns. Project development in science and social studies is inspired by Life Lab, Gems, and Foss California, Houghton Mifflin California Series, but fully developed through brainstorming in teaching team meetings. Students learn from the
The 2/3 Team is also currently a six-teacher team that meets weekly to plan curriculum and develop units and pacing plans. They also often meet informally at lunch to check in with one another about instruction. The 2/3 team is further grouped in two teacher dyads to facilitate further planning, sharing, and grouping of students and to collaborate on projects. Teachers share student work at grade level meetings in order to discuss assessment results and guide instruction. Sharing student work holds the team accountable to each other and their students. The team shares resources and curricular ideas, decides on purchases of new materials, and enjoys successes with one another. The cohesion built by the team enables all students to feel comfortable with any of the 2/3 teachers. A common language for behavior management is used so children respond to all teachers’ styles.

At the beginning of the year, 2/3 teachers assess all students to determine reading levels, and are currently using the DRA diagnostics, CORE Phonics assessment, Words Their Way Elementary Spelling Inventory, Fountas and Pinnell assessments and anecdotal observations. 2/3 Teachers provide students with the same initial writing prompt and evaluate the papers with the LCS Writing Rubric. They then share results with the entire 2/3 team in order to assess content delivery and plan for further instruction. In math, second and third grade students are given a beginning of the year skills inventory that is based on California State Standards.

For ongoing assessments in reading, teachers are currently keeping running records of student work, making anecdotal observations, evaluating students’ reading levels with Benchmark Books using the Fountas and Pinnell reading levels, using retelling and spelling assessments, and genre study presentations.

In writing, teachers work collaboratively to develop Unit Assessment Rubrics, keep running records, and anecdotal observations. Teachers also have a quarterly writing assessment, which has the same prompt throughout the year. Students develop a writing portfolio so that they can track their progress over time. In math, Teachers take anecdotal notes on student work as well as discuss with students their thinking while solving problems. Teachers also work with small groups and evaluate their progression towards reaching state standards using a checklist. Students are also given pre unit and post unit assessments to help teachers and students evaluate their math growth.

In social studies and science, units are presented each year as students remain with the same teacher for two years. For example, units from last year included A Closer Look at Los Angeles and Our Government. Emphasis on projects provides opportunities for checking understanding as well as a meaningful context for state standards. This year projects include: Family Histories and Economics. In science, grad level units are presented and students are given a pre unit assessment created by the grade level team. Students are asked to create projects based on their science learning. Teachers then evaluate projects based on California Science State Standards.

Team selections of materials for the 2/3 language arts program currently include:

Growing Readers Units of Study in the Primary Classroom by Kathy Collins, Words Their Way:

Student resources currently include a wide variety of books in the classrooms organized by author, theme, and level of difficulty, reading journals, writing journals and writing portfolios. Rubrics and benchmark papers are provided to guide the development of student writing.

In math, the 2/3 team uses, TER C, Houghton Mifflin California Math, Envision Math California, and various texts by John Van de Walle, Marcy Cook and Marilyn Burns. Students use TER C student activities, Envision Math worksheets and games, student created games, and manipulative materials.

In social studies and science, teachers plan grade level units to reinforce concepts as students are with the team for 2 years. Examples of teacher resources for the Los Angeles unit included “A Closer Look at Los Angeles and Our Government”. This year they include: Family Histories and Economics, supported by teacher created activities for understanding, Natural History Museum of Los Angeles County; http://www.nhm.org/, and The Index of Native American Museum Resources on the Internet [http://hanksville.org/NAresources/indices/NAmuseums.html](http://hanksville.org/NAresources/indices/NAmuseums.html). Houghton Mifflin’s California Reflections is utilized. Foss California and FOSS kits, related read-aloud books and various Internet resources support science investigations. Students also use the newspaper primary source documents to clarify concepts.

**The Fourth Grade Team** is currently a three-teacher team. This team works together to create language arts curriculum. They plan novel selections, mini-lessons for both reading and written language, and share student work samples in order to strengthen instruction. They also plan for cohesive behavioral expectations, emphasizing citizenship and respectful interactions with others. Currently, they begin the year with a DRA assessment, which identifies reading comprehension and fluency levels as well as effective use of reading strategies. Star released writing prompts allow for identification of strengths and weaknesses in grammar, composition and expression. Words Their Way Upper Elementary Spelling Inventory helps determine groupings and mini lesson focus.

In math, students are given a fourth grade assessment based on California 4th grade Standards as well as assessments for math fact automaticity. On-going assessments include both teacher and student evaluations of progress monitored through the use of rubrics, individual student conferences, projects, and unit tests.
In social studies, each unit includes an assessment piece, often a project performance or a written report. Student homework, in class discussion, and teacher observations will be used to gauge understanding and serve as formative assessments. Along with teacher created units Houghton Mifflin California Reflections is utilized. LAUSD grade 4 science tests as well as FOSS assessments are currently used to assess progress.

Teachers are constantly working together in order to add to and edit their collections of resources. Current language arts materials include: Fountas and Pinnell: Reader’s and Writer’s Workshop in Grades 3-6, STAR released writing prompts for fourth grade writing test, Authors in the Classroom by Alma FlorAda, Introducing the Writer’s Notebook by Ralph Fletcher, and Awakening the Heart: Exploring Poetry in Elementary and Middle School by Georgia Heard. Student resources include: whole class copies of core literature books (see Appendix 3), mini lesson notes, teacher made grammar reference sheets, mentor texts.

In math, Everyday Math and California Math are supported by Problem Solving Strategies: Crossing the River with dogs & Make it Simpler, Historical Connections in Mathematics, Vol. 1-3 and The big Book of Brain Games. Students use their Everyday Math Student Reference Book, manipulatives, and classroom charts documenting discoveries.

In social studies, picture books/short stories relating to California History embellish LCS Social Studies Standards Maps. The Oh, California Textbook is a reference as are InterAct: social studies simulation projects and the State of California website. Students are provided with a student notebook for each unit which includes Thinking Maps & expectations. They use InterAct student guides and wall charts, maps, and posters.

In science, the Foss California program: Environments, Changing Earth, Electricity & Magnetism units are used as is the Rot it Right Immersion Unit. Thinking Maps, Teacher created “Important Books”, trade books, videos, and DVD’s also enrich topics. Students use Grade 4 FOSS Resource Books and keep a student science binder of resources and experiences. Garden experiences and experiments, trade concept books, and the class syllabus round out their science materials

The Fifth Grade Team
The fifth grade team currently has 3 teachers that meet weekly to plan lessons for English language arts, civics/character development, and problem solving. Additionally, each teacher plans for the content area he/she teaches: social studies, science, or math. Planning happens in a convivial environment, where strengths and talents, as well as support, are offered. The goal of helping each and every student meet and exceed California State Standards and grow as a responsible person with a strong work ethic drives this team to prepare students both for middle school and as life-long learners.

The year begins with a series of assessments. Currently in use are the Fountas and Pinnell Benchmark Assessment System, Words Their Way Spelling Inventory, a teacher constructed grammar assessment, and a narrative writing pre-assessment. In math teachers currently use California Mathematics surveys as well as student’s math autobiographies. Planning includes the acquisition of new materials and ongoing evaluation to assess the effectiveness of the
resources at hand. Current language arts materials in use include The Middle School Writer’s Toolkit, Vocabulary Classical Roots for Grade 5 Spectrum Language Arts Grade 5 and Writer’s Notebook How To. The math program has been built using Everyday Math Grade 5, California Mathematics Grade 5, Collection of Math Lessons (Marilynn Burns), Teaching Student-Centered Mathematics Grades 5-8 (John A. Van de Walle), and Hands On Math Projects with Real-Life Applications (Judith A. Muschla) in order to organize and plan projects. Social Studies materials include History of America for Children (Howard Zinn), Ideas that Shaped our World (Ed. By Robert Stewart), and Picturing America, A Teacher’s Resource Book (Nat’l Endowment for the Humanities) as resources for a balanced historical perspective. Students refer to America Will Be by Houghton-Mifflin as well as States & Regions (Harcourt 5th Grade) for research and background information on various topics. FOSS California Editions: Mixtures & Solutions, Living Systems, & Water Planet are supported with children’s books about each topic, and classroom visits by scientists deepen discussions. The Edible Schoolyard garden program provides a perfect setting for vascular plant observations.

The Sixth Grade Team
The sixth grade team, shepherding a new grade level for LCS, is currently a dyad. This team has structured curriculum delivery to include a writing period for both teachers taught to heterogeneous homeroom groups. The team, as is typical in team development at LCS, analyzed teacher strengths to design their optimal curriculum delivery plan. To that end, outside of the literacy period, one teacher is teaching mathematics and science while the other is focusing on literature and social studies.

Beginning of the year assessments guide differentiation strategies and inform instruction. Teachers are currently using the Zamorano Reading & Comprehension Assessment, Words Their Way Spelling Inventory, and a teacher designed writing sample. The Zamorano assessment is also used to differentiate groups in mathematics for beginning of the year instruction. Ongoing assessments in math result in remixing of groups according to strand concepts, guide instruction, and inform students of their progress. Reading conferences, responses to literature, and project completion help track progress in language arts.

Thus far, materials in language arts include short story collections, student copies and teacher’s guides for Vocabulary: Classical Roots Grade 6, novels for Core Literature groups and widespread use of Thinking Maps Curriculum. In math, Everyday Math as well as Marcy Cook and Marilyn Burns Resources, and the advice of fellow teachers are used for unit and project planning. Students use textbooks, workbooks, calculators, games, dice and dominos to bring the curriculum to life. History Alive! Ancient Civilization by TCI, augmented with maps, posters and internet resources is being used in social studies, while in science Foss Kits, It’s About Time, and the National Science Teachers Website provide materials and help teacher locate additional resources. Participation in the Edible School Yard program is also an exciting part of planning and information for student and teachers in this team.
<table>
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<tr>
<th>Course</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>TEXTBOOKS College Preparatory Math (CPM) Geometry</td>
<td>TEXTBOOKS College Preparatory Math (CPM) Pre-Calculus with Trigonometry</td>
<td>TEXTBOOKS College Preparatory Math (CPM) AP Calculus, 2nd Edition</td>
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<tr>
<td>Science</td>
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LCS strives to select instructional materials that are the best fit for our students. Using the state-adopted textbook list as well as other materials on the market, we investigate materials, often using them as a pilot or trial basis before adopting them school wide. We will implement the following criteria we consider when purchasing new instructional materials include:

- Level of rigor of the materials
- Alignment with state standards
- Capacity to meet the needs of all students
- Cost

High School

Larchmont Charter High School is dedicated to the idea that as early as 9th grade, students should be exposed to coursework that reflects the type of expectations a college or university level class will require of them. All teachers at the high school level will provide students with a syllabus at the beginning of each course outlining the expected reading from course texts as well as outside resources the students can access to further their learning beyond what the course requires. Students will be taught to manage their work independently and expected to come to class ready to engage with the material internalized from the previous night/week’s homework. Teachers will use the state standards as the foundation for the curriculum as well as guidelines from the College Board regarding course content and outline for Advanced Placement courses. Textbooks for each class have been selected from the LAUSD list of adopted textbooks and, where relevant, supplemented with additional resources from the district’s approved list of texts. Teachers are encouraged to make real-life connections with the content they are covering and will incorporate current and culturally relevant materials throughout their courses. The following chart outlines the course materials selected for each class.

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Textbook Title</th>
<th>Author(s)</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1, Part 1 &amp; 2</td>
<td>Wu, Yu, Zhang &amp; Tian 0205808638</td>
<td>Wu, Yu, Zhang &amp; Tian</td>
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ELD is supported through the use of supplemental materials from Fountis and Pinnell and programs such as Everyday Math (Wright Group) and College Preparatory Math (CPM) that scaffold the mainstream instructional program used across all grade levels. In addition, language acquisition programs, such as English in Common and NorthStar, both published by Pearson, as well as other ESL programs geared toward young adults will be used to support the needs of our English Language Learners. Finally, classroom teachers will continue to use differentiated instructional practices to support all learners as well as the skills they have developed in Project GLAD training.

Scope and Sequence of Curriculum Designs & California State Standards + Common Core State Standards

At LCS our curriculum is designed and delivered so that students are given the opportunity to actively incorporate what they are studying into their own experiences, concepts and
understandings of how the world works. We believe that the developing the overlap between learning to think about important ideas, and gathering the information and skills needed to support this thinking is a powerful educational plan. Our project centered instructional delivery makes the use of acquired skills clearly useful to the student. At the same time the vision of interrelated skills with multiple applications as used within and between projects makes learning more meaningful and application of skills and ideas in new situations more likely. **This approach is even more powerfully aligned with the CCSS because of the new focus on higher level thinking skills, depth of understanding within subject matter, and interdisciplinary reading and writing.** Leadership and Faculty will continue the work begun during the 2012-13 school year to ensure that the LCS transition to CCSS supports the compilation and routine review of the Larchmont CCSS Standards Trackers to verify that all standards are addressed with adequate depth, breadth, and rigor.

The following values outline how we approach curriculum design:

- Exceed the core academic content standards of the California State Board of Education. *(As the state transitions to Common Core State Standards, we are committed to making this transition as per established timelines.)*
- Contain rigorous instruction, leveraging the use of technology as a tool.
- Include advisory with a strong college readiness support and a social-emotional development component.
- Include a service-learning program that combines rigorous academic pursuits with real world experiences, focused on social justice.

### a. Backwards Planning and Design

As students develop both physically and emotionally, they develop their critical thinking skills and the ability to solve complex, abstract problems. Our instructional approaches are grounded in a constructivist philosophy of learning that is project based and interdisciplinary. We believe that students enter school with a plethora of experiences and background knowledge and learn best when they synthesize and integrate new ideas and learning with pre-existing knowledge. In a constructivist classroom, the responsibility of learning shifts from teachers to students by teachers encouraging students to take initiative for higher level of thinking. Research shows that students who attend schools that adhere to the philosophies inherent in constructivism gain critical thinking skills, deeper understandings, and learning that lasts (Marlowe and Page, 1998).

Teachers design their instructions through a “backwards planning” method focused on standards mastery through interdisciplinary connections and higher-level critical thinking development through authentic applications of the learning that takes place. This approach to planning helps students to deeply understand content when they work towards sophisticated performance-based projects and meaningful assessments. This backwards design process is based on the concept that in order for students to deepen their understanding of content standards, teachers must articulate goals in terms of assessment and outcomes that reveal the extent of students’ understanding as they plan a standards-based course of study (Wiggins and McTighe, 1998). The process starts with a question – “What evidence would I accept that my students have gained desired proficiencies and understandings” – and then proceeds with a plan of learning experiences around this inquiry. Student outcomes, known as enduring understandings, are aligned with State
Content standards, and encourage students to think deeply about the content.

We will ask ourselves these questions as we plan our curriculum.

1. What is it we expect students to learn?
2. How will we know when have learned it?
3. How will we respond when students don’t learn?
4. How will we respond when students already know it? (DuFour, DuFour, Eaker, 2009)

The six facets of understanding that students may gain as a result of the backward design process are as follows: explanation, application, perspective, self-knowledge, empathy, and interpretation. There are three stages relevant to planning:

- **Identify desired results**: Consider goals, examine standards and review curriculum expectations to determine what should students know, understand and be able to do.
- **Determine acceptable evidence**: Think about a unit in terms of assessment needed to validate that desired learning outcomes are achieved. Choose the appropriate assessments for the task – more traditional assessments to determine knowledge and skills that contribute to culminating activities and performance tasks for applying knowledge in a particular context. Wiggins and McTighe (1998) suggest that rubrics provide useful guidance in assessing student learning.
- **Plan learning experiences and instruction**: With clearly identified outcomes and evidence of learning in mind, teachers are at the point of planning instruction.
- **Encourage personal growth and sense of responsibility to self and the community by promoting experiences in environmental awareness and human development.**

The importance of this strategy is making certain that students master concepts and make deep connections between content and skills as opposed to covering as much material as possible. Too frequently teachers feel compelled to ‘cover’ sections of the curriculum without clear goals of what students will learn or how they will know what they’ve learned. Through curriculum created using backwards design, students can focus on specific learning outcomes and are more likely to transfer knowledge to new contexts. This approach is utilized across the curriculum as essential question guide the learning process.

Teachers within LCS have the freedom to design their own curriculum. Their approach to instructional planning represents a shift away from textbooks and scripted lessons that often place the focus on the teacher rather than emphasizing the learning that students engage in.

Teacher created lessons allow for an integrated focus on state standards, data-informed student-specific needs and real-world, culturally relevant material. The emphasis on meaningful and targeted lesson design sets LCS apart from other schools. Teachers often design projects and other authentic assessments to culminate a unit of study and provide space for students to share what they’ve learned.

**b. Scope and Sequence of skills that are taught**: A detailed outline of scope and sequence for grade level and subject can be found in Appendix 3. The following narrative represents what will be covered in each class and uses language directly from California state standards and the California Department of Education.
Language Arts

The language arts program at LCS has been developed to represent the view that reading and writing are intertwined. Students’ love of reading as a source of information and personal pleasure encourages their growth as readers and writers. Students are provided with opportunities to read literature that is meaningful to them and is at their level. To this end, curriculum in the early grades builds a strong foundation in phonics and phonemic awareness using McCracken, Words Their Way, and guided reading, and LCS-developed sound cards. In upper grades, comprehension and decoding strategies are taught with increased sophistication, as students are reading to learn rather than learning to read. Word studies focus on increasingly challenging spelling patterns, and incorporate linguistic root derivations. At the middle and high school level, the language arts/English classes are designed to provide students with exposure to a variety of texts from the classics to contemporary literature that represents the voices of diversity within the community. In our standards-based courses students are taught demonstrate their comprehension and analytical skills both through class discussions and in writing about the text they have read. Students are encouraged to maintain a robust habit of reading for pleasure outside of school as well as keep up with the rigorous demands of their language arts courses.

The writing program at LCS is based on the Writer’s Workshop curriculum. Teaching teams collaboratively plan standards-infused units of study teaching various genres and using mentor texts to lead mini-lessons, while also strengthening the connection between reading and writing. Students are provided opportunities to write from different perspectives and for different purposes throughout the day within thematic projects and skill-based lessons. Too often elementary school teachers cover the basic skills or grammar and conventions associated with writing and the assumption is that students no longer need them reinforced at the upper grades. At Larchmont, with the intent to prepare our students for college-level writing, teachers across grade levels analyze student work for content, conventions and voice and formatively assess as they plan for further whole-class instruction, individual conferences or mini-lessons to ensure students maintain these skills at every grade-level.

The middle school language arts program will place a heavy emphasis on writing and reading comprehension. To support students in becoming lucid writers and critical readers, LCS believes a holistic approach to learning is best. Using the foundation of our reader’s and writer’s workshop model in elementary school, middle school students will continue to develop their reading comprehension and writing strength through this model. In addition, LCS middle school will place a strong emphasis on the writing strategies and conventions expected of 7th and 8th grade students. LCS believes that to truly become a good writer and reader, one simply has to read and write – often and analytically. To these ends, each language arts course includes a rich and varied selection of literature, ongoing current events analysis, and weekly writing and revising of essays or longer papers. Students will always be in the process of improving an essay, a project, a presentation or a research paper.

Because communication in all its forms is essential in our society, students will be both writing and presenting their analyses of literature, their interpretation of current events, and their creative writing and their research papers/projects. Rehearsals of presentations will take place before the
whole class or in small groups throughout the year in order to give students the opportunities to both improve their own presentation skills and help their fellow students improve. Students will also be asked to respond to presentations, both orally and in writing, in order to develop their skills in aural analysis and comprehension. Language arts will be combined in a core block class with history and social studies.

In 7th grade, students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. In 8th grade students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

In 7th grade, students will read and understand grade-level-appropriate material and describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal. In 8th grade, students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Students in both 7th and 8th grade will write and speak with a command of standard English conventions appropriate to the grade level. In both grade levels, students will write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose. In 8th grade, essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

The intent of LCHS is to equip students with the level of literacy needed to succeed at the university level and fulfill their goals in life beyond schooling. Using the state standards as a base, Larchmont’s high school English Language Arts program focuses on oral and written language development as a means of expressing critical thought. Students are expected to graduate from 9th grade able to articulate what constitutes college-level writing, outline and monitor their own progress towards the completion of an independent research project and influence others with their written expression of opinion.

Larchmont also aspires to expose our students to a wide variety of literature from the Americas and around the world. As 10th and 11th graders, students read and analyze the classics including the Iliad and the Odyssey and Shakespeare’s plays alongside contemporary authors such as Joseph Heller, Toni Morrison and Gabriel Garcia Marquez.

Students are expected to actively engage in their learning and take responsibility for fulfilling the expectations set by their courses, their teachers and themselves. As college applications highlight the importance of college level writing, 11th graders are given a double-block of
English Language Arts to strengthen their ability to write both analytically and to influence others with written expression of their own life experiences and opinions.

They culminate in their senior year with an AP English Literature course that all students are expected to complete, designed to fulfill the expectations outlined by the College Board in preparation for successful completion of the AP exam for college credit. Throughout high school students are encouraged to identify and build habits and best practices for managing their workload and are exposed to student-centered options providing choice in collaboration and project-based demonstrations of their learning.

English Language Development (ELD)

The LCS English Learner Master Plan (submitted upon request to the District, November 2012) works to ensure our Expected School-wide Learning Results for all of our students. Our goal is for our students to graduate from LCS with the cognitive skills and experiences necessary to choose any secondary education, and to be lifelong learners. It is our responsibility to meet this need.

Our ELD program builds academic language proficiency that includes functions, forms, and fluency. This approach, “...places meaning and use as the central features of language and approaches grammar from that stance.” LCS supports the use of rigorous ELD instruction that includes both informal and formal language learning opportunities (Dutro and Moran, 2002). A great deal of emphasis is placed on natural language acquisition, with appropriate use of direct instruction of academic language. Project centered instruction gives children many opportunities to make meaning and to enhance the foundational schema that supports their understanding in all curricular areas.

Our work in ELD and in all curricular areas involves the use of scaffolding content to make it accessible for all ELs. The use of scaffolding, “...is not simply another word for help. It is a special kind of help that assists learners to move toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone” (Gibbons, 2002). Thus, our instruction must address the variety of English proficiency levels but also work towards building academic language using scaffolds, building on prior knowledge, and using multiple opportunities for students to engage in academic language use. Strategies such as Thinking Maps, Metacognitive instruction, conferencing in Readers and Writer’s Workshop, and the use of manipulatives in mathematics, further clarify concept for all of our EL learners.

LCS provides full access to the California ELD Standards across the Common Core Strands and that can ensure effective and efficient mastery of English as a foundation for further success in mainstream English instruction.

ELD is taught by the classroom teacher or a credentialed assistant both having EL certification per NCLB requirements. The manner of delivery of ELD varies from setting to setting, ELD may be taught within a self-contained classroom or through a teaming arrangement in which students are leveled and regrouped across classrooms. The manner
of delivery is contingent upon the needs of the EL students at LCS at the time. In deciding on the most appropriate manner of delivery, such conditions as the number of ELs in the classrooms, the variation in ELD levels, and primary languages of the students are taken into account. The selection of a delivery option needs to optimize the effectiveness of ELD instruction within the constraints of the school setting.

Mathematics

The goal of mathematics instruction at LCS is to produce students who recognize and appreciate mathematical components of their world and see mathematical fluency as an important contribution to the future. In order to support our goal, we seek to develop students who are fluent with numbers, have built mathematical reasoning and problem-solving skills, and have developed a strong math vocabulary and skill base. Teachers use a variety of resources, including various manipulatives, to meet the needs of their students. Using these resources, and highlighting mathematical applications to daily life, teachers develop standards-aligned curriculum that provides learners opportunities to develop mathematical understanding. Through the use of daily routines such as calendar activities, as well as projects and lessons related to projects and guiding questions, mathematical literacy is developed. Instructional strategies include whole group content delivery for concept introduction and clarification, small group instruction to facilitate differentiation, mathematically themed literature to reinforce vocabulary and build mathematical stories, and activity based practice to reinforce skills and scaffold out of classroom connections.

The LCS mathematics program will utilize a variety of curricular materials. Homework assignments will be considered important formative assessments and windows into a student’s conceptual understanding of the topics at hand. The assignments will be collected by teachers and graded as pass/fail in accordance with the following explicit requirements:

1. Did students, in pencil, attempt each problem
2. Did students, when unable to complete a problem, ask for clarification during the daily, in-class homework review period, and then take notes on their homework in pen or colored pencil to demonstrate that they have gained understanding of the problem

By the end of grade seven students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and per cents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percent of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.
By the end of eighth grade, students will use symbolic reasoning and calculations with symbols that are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable. Students use and know simple aspects of a logical argument. Finally, students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.

LCS is committed to supporting students at their appropriate math level and will explore the opportunity to allow students to take algebra in 7th grade and geometry as an 8th grader. Like science, the skills and standards in middle school math allow for interdisciplinary work between the humanities and science but will also require curriculum and assessment on the discrete standards.

Larchmont Charter High School students begin their high school careers having mastered Algebra with a C or better in 8th grade ready to move on to Geometry, Algebra II, Pre-Calculus and then either Calculus or AP Calculus as seniors (students will self-select which course they prefer based on a review of their prior performance in HS math and with guidance from the college counselor, parents and guardians). It is acknowledged that in order to engage critically across such a range of courses, students must acquire specialized vocabulary and language patterns to support their conceptual understanding and ability to apply what they’ve learned to real-life and meaningful problems. Teachers make connections between the concepts and skills outlined in the state standards to real-life opportunities students will have to engage with the material and regularly link class work to career-based application. In the event that students at the high school level do not have the foundational coursework successfully completed to follow the recommended scope and sequence of classes, Larchmont will adjust the program to respond to the student needs. Algebra, for example, may be offered to high school students through a specially-designed summer bridge program, during an alternate time in the daily schedule such as the elective block or, if transportation is feasible, high school students may complete necessary coursework at the middle school campus, The overarching goal of the mathematics program is to deepen students’ problem-solving and critical-thinking skills and ensure that they have completed the necessary coursework as outlined in the A-G requirements for success in college and beyond.

Science
The implementation of our standards-based science curriculum is anchored by the constructivist belief that science is in essence a hands-on inquiry-based endeavor. Scientific experiences, driven by compelling questions, give students a context for discovery and often are of high interest to children. Teachers utilize a variety of resources, including FOSS California and FOSS kits, to develop comprehensive units aligned to their theme. These unit plans offer many opportunities for students to investigate, research, and experiment supporting student development of scientific literacy. Hands on connections in science are deepened by our recent adoption as an Edible School Yard Affiliate school. As a part of this program we have developed a curriculum that integrates food systems concepts into our core science curriculum. We feel that
students’ hands-on experience in the kitchen and garden fosters a deeper appreciation of how the natural world sustains us and promotes the environmental and social well-being of our school community and beyond. We are so proud to have the opportunity to develop this curriculum in connection with the Chez Panisse Foundation. Our school lunch serves as an additional element of our science curriculum because of the emphasis on freshly prepared seasonal produce in our menu.

In 7th grade students will learn that all living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. Students will understand that a typical cell of any organism contains genetic instructions that specify its traits and that those traits may be modified by environmental influences. Next, students will study biological evolution accounts for the diversity of species developed through gradual processes over many generations. Students will know that evidence from rocks allows us to understand the evolution of life on Earth and will study the anatomy and physiology of plants and animals to illustrate the complementary nature of structure and function. Students will study physical principles that underlie biological structures and functions. Finally, students will use the scientific process by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

In 8th grade, science shifts from life science to physical science. Students will study the velocity of an object as the rate of change of its position and will learn that unbalanced forces cause changes in velocity. Students will study that each of the more than 100 elements of matter has distinct properties and a distinct atomic structure and will gain an understanding that all forms of matter are composed of one or more of the elements. Students will study how the structure and composition of the universe can be learned from studying stars and galaxies and their evolution. Students will learn that chemical reactions are processes in which atoms are rearranged into different combinations of molecules and will understand the principles of chemistry that underlie the functioning of biological systems. Students will know that the organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. Students will utilize the scientific process by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other strands, students should develop their own questions and perform investigations asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

**A final component of our science curriculum K-8 is a school-wide focus on creating and maintaining an edible garden. Classroom teachers integrate food systems concepts into the core curriculum. Students’ hands-on experience in the kitchen and garden fosters a deeper appreciation of how the natural world sustains us and promotes the environmental and social well-being of our school community.**

Because science standards are often much more discrete, teachers will design curriculum that allows both for interdisciplinary work with the humanities and mathematics, but also for the development of a deep understanding of science knowledge and skills.
At the High School level students are offered classes that include Lab application at every level, focusing on hands-on teaching and learning. Students transition from Biology as 9th graders to Chemistry in 10th and Physics in their junior year. As seniors all students are encouraged to take AP Environmental Science building both the skills required of an AP level course and opening their eyes to a range of ways they can, through scientific investigation, learn more about the issues in the world around them. The science department works closely together to prepare lessons that inspire student understanding of the mission of Larchmont, encouraging them to work collaboratively to improve their community and make change for a better future.

**Social Studies/Social Justice**

Our social studies curriculum is an opportunity for us to design guiding questions that promote a culturally sensitive historical perspective and inspire civic-minded participation through community outreach. Teachers utilize literature from around the world, non-fiction, primary, and Internet resources to develop students’ critical understanding of history and their own identity. Instruction is aligned to guiding questions and projects, providing opportunities for students to explore and celebrate community, diversity and multiculturalism. Students apply what they’ve learned in presentations, projects, simulations and productions. Parent support and planning for such events as our World’s Fair brings families together to celebrate the many gifts of our multicultural school community.

In middle school, the social studies program at LCS will be utilizing primary and secondary resources to be chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts.

Assessments will take the form of traditional unit quizzes and tests as well as homework assignments, essays, research papers, presentations and long-term projects. Teachers will utilize Socratic method seminar-like class structures in order to take note of student understanding, thus class discussion itself will be a formative assessment. Because history and language arts will be taught with English class there will be a focus on historical concepts through reading and writing.

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of government.

Students in grade eight study the ideas, issues, and events from the framing of the Constitution
up to World War I, with an emphasis on America's role in the war. After reviewing the
development of America's democratic institutions founded on the Judeo-Christian heritage and
English parliamentary traditions, particularly the shaping of the Constitution, students trace the
development of American politics, society, culture, and economy and relate them to the
emergence of major regional differences. They learn about the challenges facing the new nation,
with an emphasis on the causes, course, and consequences of the Civil War. They make
connections between the rise of industrialization and contemporary social and economic
conditions.

Students at Larchmont will exceed the CA University A-G course requirements for high school
by completing three years of History/Social Science. They will take World History, Cultures
and Geography as 10th graders, A-G approved courses in US History and Geography as 11th
graders and Civics and American Government as seniors. The 9th and 10th grade teachers
work together to build students’ foundational understanding of history as it has set the stage
for current politics and civic relations. They will integrate state standards and essential
historical and geographical learning into units that focus on current events and issues
students are exposed to in the news. For example, 11th graders in their US History class will
connect current political discourse about today’s resurgence of the Tea Party to their roots in
the Boston Tea Party of 1773. They will draw comparisons to the decisions made by our
country’s founders as they designed policy outlining the role of the federal government
relative to the authority of the states to current debate about where responsibility lies for the
crisis of joblessness, education and social welfare. Students will be prepared to discuss current
issues with confidence in their awareness of the underlying connections throughout history.

As seniors, students at Larchmont will take a double-block of History/Social Science
connecting their coursework to service-learning or to their participation in Student
Government. Students will be given the opportunity to engage in the community at large
through internships with community-based organizations or they’ll take on leadership roles
within the Larchmont community fulfilling their service-learning work through Student
Government.

Visual & Performing Arts

LCS currently provides students with two different contacts with the arts: (1) integrated arts
within academic classroom learning; and (2) subject-specific arts instruction in visual arts, and
music.

When students learn visual and performing arts from skilled specialists, they develop a deeper
and more focused appreciation and skill set than they would from integrated arts alone. When
students learn academic subject matter with an arts-related component, they develop a more
varied perspective and richer conceptual understanding of the ideas encountered through
academic disciplines. Through fieldtrips, speakers, special events, and associations with
museums and nonprofit organizations involved in the arts, LCS continues to develop a
meaningful arts program. Teachers collaborate with specialists to design projects that include the
arts both in class and during art/music specific subject lessons.
In middle school, the visual and performing arts curriculum will adhere to the California Visual and Performing Arts Framework and the adopted State content standards. The types of arts instruction offered to students will be based on the budget and operating costs. In accordance to the frameworks, artistic perception, creative expression, historical and cultural understanding, aesthetic valuing and connecting, relating and applying the arts to what is learned in other disciplines and to careers will be fundamental components of all instruction in the arts. The curriculum will recognize the importance of artistic development in the individual and society. This development includes creative expression, technique, knowledge of the classics, a contemporary perspective, understanding of the forms and the discipline required of all artists. It will provide an understanding and appreciation of an integrated arts program as well as of the arts of various cultures and peoples.

**High School students will complete a year of Visual and Performing Arts as required for their A-G coursework and they’ll have the opportunity to extend their studies during their elective block. Students will be able to choose from Dance, Drama/Theatre and Visual Arts building on the foundations built in elementary and middle school.**

**Physical Education**

The LCS physical education program is designed to promote life-long fitness. Physical education, nutrition, as well as our healthy food policy, promote a connection to an active life style as well as healthy eating habits. Our program emphasizes the importance of activity, and physical education specialists use a variety of strategies to promote engagement and teambuilding as well as fitness. Dance and the use of music, as well as team building activities, provide skill practice in innovative ways. Students, with guidance by their instructors, set personal goals and monitor their progress. Students prepare for the Fitness Gram over their years as LCS and enjoy charting their progress in personalized graphs and while also feeling the physical benefits of their progress. Lunchtime team sports options give children an opportunity to compete with others if they so desire. It is our goal that students enjoy the benefits of a healthy life-style, and avoid lifetime health impact of inactivity and unhealthy eating habits.

In middle school, we strongly believe that middle school is an ideal time for students to gain knowledge and establish life-long practices of a healthy lifestyle. However, most middle school physical education curriculums fall short of accomplishing these two important goals. By and large traditional physical education programs aim to teach students how to play different sports and games, most of which students will never participate in again. Instead of teaching students the values of a healthy lifestyle and the means to achieving one, traditional physical education programs force students to participate in team sports they are not interested in playing nor good at. While the athletically gifted excel at these types of programs, the average student can become turned off to physical activity. The primary goal of the LCS physical education program is to instill in its students a life-long pursuit of healthy living. To do so, the LCS physical/health education program will focus on each student’s individual short-term and lifelong physical/health goals and needs. Our physical education curriculum will be based on concepts outlined in the *Health Framework for California Public Schools and meet the minimum minute*
requirements as per Education Code Section 51210 (elementary minutes requirement); Education Code Section 51222 (secondary minutes requirement); and Education Code Section 51225.3 (a)(1)(F) (high school graduation requirement).

In accordance with Education Code Section 60800, all 5th, 7th and 9th grade students will participate in the FITNESSGRAM® California Physical Fitness Test. This assessment will support the school to evaluate student fitness in order to best assist students in developing habits to become active and fit as children and adults.

**High School students will be given the opportunity to continue with physical education during their elective block. They will be able to take a General P.E. course building on the overarching goals of lifelong physical and health goals set in elementary and middle school or, should the facilities allow, they will be able to join the Basketball or Soccer teams.**

**Technology**

Technology will be utilized as a tool for learning. The research literature on learning “with” technology versus learning "from" technology takes into account larger issues of the learning context and educational benefits that are harder to quantify than basic skills. Current instructional technologies can give visual representation to higher-order concepts, use graphics and simulations to link mathematical concepts to real-world applications, provide tools for data analysis which can reveal subtle patterns in data, and supply contextual information through interactive dictionaries, encyclopedias, and similar resources. With technology, students can spend less time doing calculations and more time creating strategies for solving complex problems and developing a deep understanding of the subject matter. Word processors have greatly simplified some aspects of writing, editing, and rewriting. Video has long been a way to present unfamiliar material that would be difficult to conceptualize when presented verbally, and today’s interactive video combines the power of visual presentation with the interactive and information-processing capabilities of the computer (Knapp & Glenn, 1996). In addition, the ability to be literate in technology is absolutely essential for the success of our students in the future.

Evidence indicates that computers can help students improve their performance on tests of basic skills, but researchers investigating the use of technology in education have found that technology is most powerful when used as a tool for problem solving, conceptual development, and critical thinking (Culp, Hawkins, & Honey, 1999; Sandholtz, Ringstaff, & Dwyer, 1997; Means, 1994) which is something that is strongly linked to the problem solving curriculum. To use technology effectively, teachers must understand how its use fits into the larger curricular and instructional framework. Courseware (computer software designed to be used in an educational program) should reflect curricular standards, and should take into account research on how students learn. Using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al.,1997; “Critical Issue,” 1999).

To keep pace with a globalized technological culture, wise choices must be made to connect
students beyond the walls of the classroom. Such formats as online resource and communication networks, instructional enhancement hardware such as smart boards, and perhaps even video-game learning environments will continue to broaden our curricular delivery.

**LCS students will complete their middle school education and transition into high school fluent in technology. They will be able to distinguish between reliable and unreliable sources for research, produce a paper in Word complete with footnotes and appropriate formatting, and able to independently develop a power point presentation with graphics and links to a range of visual images.**

The grade level focus for technology is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Creativity and Innovation</th>
<th>Communication and Collaboration</th>
<th>Research and Information Fluency</th>
<th>Critical Thinking, Problem Solving, and Decision Making</th>
<th>Digital Citizenship</th>
<th>Technology Operations And Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/ K</td>
<td>Use creative expression programs</td>
<td>Learn basic parts of keyboard.</td>
<td></td>
<td></td>
<td>Use passwords to login.</td>
<td>Use basic hardware and software</td>
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<tr>
<td>1</td>
<td>Use creative expression programs</td>
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<td></td>
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<td>Use passwords to login.</td>
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<tr>
<td>2</td>
<td>Use creative expression programs</td>
<td>Learn basic parts of keyboard.</td>
<td></td>
<td></td>
<td>Use passwords to login.</td>
<td>Use basic hardware and software</td>
</tr>
<tr>
<td>3</td>
<td>create original works as a means of personal or group expression.</td>
<td>Learn basic search engines and processes</td>
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</tr>
<tr>
<td>4</td>
<td>create original works as a means of personal or group expression.</td>
<td>interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</td>
<td>identify and define authentic problems and significant questions for investigation.</td>
<td>advocate and practice safe, legal, and responsible use of information and technology.</td>
<td></td>
<td>select and use applications effectively and productively.</td>
</tr>
<tr>
<td>5</td>
<td>create original works as a means of personal or group expression.</td>
<td>communicate information and ideas effectively to multiple audiences using a variety of media and formats.</td>
<td>plan strategies to guide inquiry.</td>
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<td></td>
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<tr>
<td>6</td>
<td>apply existing knowledge to generate new ideas, products, or processes.</td>
<td>locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</td>
<td>identify and define authentic problems and significant questions for investigation.</td>
<td></td>
<td></td>
<td>troubleshoot systems and applications.</td>
</tr>
<tr>
<td>7</td>
<td>use models and simulations to explore complex systems and issues.</td>
<td>develop cultural understanding and global awareness by engaging with learners of other cultures.</td>
<td>evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</td>
<td>identify and define authentic problems and significant questions for investigation. Use multiple processes and diverse perspectives to explore alternative solutions.</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>identify trends and forecast possibilities.</td>
<td>contribute to project teams to produce original works or solve problems.</td>
<td>Process data and report results.</td>
<td>identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions.</td>
<td>transfer current knowledge to learning of new technologies.</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Access technological resources to represent learning in creative and compelling ways in order to be competitive as students in top colleges and universities</td>
<td>communicate information and ideas effectively to multiple audiences using a variety of media and formats.</td>
<td>Use the internet to conduct online research with an understanding of how to discern whether or not information is valid and reliable.</td>
<td>Use technology to gather information, discern its relevance and reliability and use it to solve problems and extend their understanding of new ideas.</td>
<td>Maintain safe, legal, and responsible practices and use of information and technology. Articulate the drawbacks of inappropriate use of technology as it applies to student safety and responsible academic behaviors.</td>
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</tbody>
</table>

As noted previously, in accordance with Education Code Section 48000(c)-(e), LCS may offer transitional kindergarten ("TK"), the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. LCS will comply with the age requirements set forth in this Section in order to qualify for apportionment for TK.

**Foreign Language (Middle & High School)**

**Stage I** begins when a student starts to learn a second language” and “may occur at any age; it may encompass a four- to five-year sequence that begins in the elementary or middle school, a one- to two-year high school program, or a one- to two-semester college or university program” *(A Challenge to Change 1999, 22).i*  
“Stage I Proficiency is characterized as the ability to comprehend and produce formulaic language (memorized words, phrases and sentences; in some instances paragraphs). Stage I language users deal with discrete elements of daily life in highly predictable common daily settings. When listening or reading, Stage I language users comprehend when memorized content (formulaic language) is well rehearsed and when speakers or writers are highly sympathetic. When speaking or writing, users functioning within this stage are unintelligible even to highly sympathetic listeners or readers unless the memorized content (formulaic language) is well rehearsed” *(Zaslow 2002b, 2).ii*  
Persons functioning within Stage I of the Language Learning Continuum can comprehend a list of goods from a target culture and purchase desired goods with the appropriate currency.
Skills: **Students develop the ability to:** • greet and respond to greetings; • introduce and respond to introductions; • engage in conversations; • express likes and dislikes; • make requests; • obtain information; • understand some ideas and familiar details; • begin to provide information. time, food and customs, transportation, travel, and professions and work. Students can perform these functions: • when speaking, in face-to-face social interaction; • when listening, in social interaction and using audio or video texts; • when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs and short narratives; • when writing notes, lists, poems, postcards, and short letters. Students can: • use short sentences, learned words and phrases, and simple questions and commands when speaking and writing; • understand some ideas and familiar details presented in clear, uncomplicated speech when listening; • understand short texts enhanced by visual clues when reading. **Students:** • communicate effectively with some hesitation and errors, which do not hinder comprehension; • demonstrate culturally acceptable behavior for Stage I functions; • understand most important information.

At Larchmont we believe that given our mission and the connections we have to the community surrounding our schools, all students need a working knowledge of the Spanish language to engage with the world around us. All high school students enrolled at Larchmont Charter School will take a freshman high-school level Spanish course. The class will emphasize basic communication skills and require students to use their language beyond the walls of the classroom. Unlike many introductory language courses which focus on vocabulary memorization and basic life household terms, Spanish I at Larchmont will expose students to introductory conversation and basic grammar skills. Students will watch, listen and read news and other literature from the community and teachers will invite community members in to engage with students as they learn to use the language. Once students transition to their second year of language courses, those who continue on with Spanish will engage more critically with the fundamentals of vocabulary and grammar working towards a senior-level AP Spanish course. Other students may choose to transition to take three years of a second language preparing to test into college level classes in that language and opening themselves to another foreign language and culture that is relevant to them in today’s world.

Advisory

**LCS will be implementing “Council in Schools” from the Ojai Foundation as its advisory program.** Students in middle school will participate once a week in an advisory class. Whenever possible, the advisory class will operate on a 10:1 ratio. The purpose of the advisory class is to first and foremost provide middle school students, who are more susceptible to peer pressure, with an adult on campus whom they feel close to. The advisory class will focus on building character, researching for high school and the college application and acceptance process.

At the high school level the purpose of advisory is twofold: students work together with their advisory teacher to design and get feedback on service learning projects they are engaged in. As 9th & 10th graders the group is pre-assigned 11-12 students who work their way through a service learning curriculum facilitated by their advisory teacher. As a group they are responsible for completing 3 service learning projects over the course of the year with
increasing levels of independent design and facilitation of the project. The projects are evaluated by teams of upperclassmen who evaluate their effectiveness based on evidence of teamwork, clarity of process and measure of impact. In 10th grade students are given the opportunity to provide input into their areas of interest in selecting advisory. For example, a group of students may gather and decide that they want to focus on service learning projects that address issues related to the environment; another may be interested in international issues and a third may want to research and address the disparity in the educational system in Los Angeles. Once the groups identify their area of interest, they are assigned a teacher who will act as a mentor and guide on a more as-needed basis.

In 11th and 12th grade students engage in their service learning projects as part of an afternoon elective and turn their focus during advisory on the college application process. As 11th graders they work together to prepare for the SATs, research colleges and learn about financial aid, scholarship and funding sources that may influence their choices in the college application process. Senior year advisory continues with a college focus – as students spend the fall completing their applications and the spring engaged in discussions about how to make a successful transition to college.

c. How the Curriculum Addresses Statewide Academic Standards (CST & CCSS)
LCS provides time and guidance for faculty to continually develop and refine curriculum and teaching practices in which State and District standards are explicitly embedded. This practice will continue with the transition to the new CCSS. Faculty has already begun working on CCSS-related activities and will continue to do so throughout the transition period and will be prepared to implement CCSS as it is rolled out. LCS is fully committed to successfully transitioning to CCSS and the Smarter Balanced Assessment and is actively involved with various groups such as the CDE SBAC team and has been allocating Professional Development time to CCSS planning during the 2012/13 school year, including the development of new CCSS “Standards Trackers”.

The kind of schools we need would not hold as an ideal that all students get to the same destinations at the same time... The idea that getting to the same place is a virtue really represents a limitation on our aspirations.

The differentiated nature of project-based education is such that not all students will be working on the same standard at the same time. Furthermore, many students will go beyond the standards and will be supported in doing so. While students must reach state-mandated benchmarks in order to proceed to a different cluster, weekly or even monthly rigidity in scheduled standards is not emphasized. Examples of the way standards are integrated into our project-based curriculum can be found in the charts included in our discussion of PBL above, as well as in our curricular maps. At LCS, we consider the connection between skills and real life applications to be a key element in our program. This awareness of skill applications, coupled with the rich shared experience achieved through projects, gives our students many ways to access and recall what they have learned. We believe that these connections that they recall from LCS will help them apply what they have learned in ways we never might have imagined as they go forward to the future.

5. Includes evidence that the instructional program has been successful: As mentioned in the Introduction and Self Assessment portion of our petition, our instructional design has
proven successful with our current student population on the California Standards Test. We believe that the high level of instruction and the interdisciplinary approach to teaching students sets the framework for life-long learning. There are many examples of interdisciplinary schools across the city and country. Research has shown that an integrated curriculum helps students apply skills, provides students with multiple perspectives with which to build an integrated knowledge base, program, and encourages depth and breadth in learning. For example, one study of schools using core blocks of humanities (Aschbacher, 1991) found that students in the program as compared to a control group in more traditional programs, experienced improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school. A study of middle school students by Levitan (1991) found that when students studied language arts skills through a science curriculum, language arts achievement increased for most students. Together with project-based learning, we believe that our students best learn when they are challenged to think critically and problem solve across the curriculum and spectrum of standards. **Our high school program will continue to build on this foundation towards successful completion of the CAHSEE exam and high school graduation requirements, AP level coursework and successful passage of AP examinations, and most importantly, following completion of all A-G required courses, application and acceptance into our country’s top colleges and universities. We believe that the K-12 model will provide our students with the consistency and support necessary to fulfill these long-term goals.**

6. **How the school will recruit teachers who are qualified:** LCS is committed to recruiting and hiring a community of professionals who are dedicated to the best educational practices of all students. Regardless of their role in the school, every person hired by LCS will actively help to promote the curricular philosophy, instructional program and the school community’s guiding principles.

The **Head of School (K-8 or 9-12)**, with the help of an adjunct hiring committee comprised of faculty and parents, will select the teachers on an application and interview basis. Selection of teachers will be based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and by using resumes with good references.

Responsibilities for the teachers will include:
- Preparing and implementing project-based, interdisciplinary lesson plans that lead to student investigations and demonstrations of understanding.
- Assessing student progress and maintaining accurate records.
- Taking the lead in developing their individualized professional development plan.
- Maintaining frequent communication with students, students’ families, colleagues, and other school stakeholders.
- Maintaining regular, punctual attendance.

LCS will post vacancies for teaching positions in various places including the LCS website, Craig’s List, California Charter Schools Association job listings, and local universities **outreach**
to schools such as UCLA, USC and Loyola Marymount University. We believe that our unique model and reputation for success and teacher support will draw highly qualified applicants in for our open positions. LCS teachers and staff will also participate in teacher job fairs to increase LCS’ pool of teacher candidates.

LCS teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. Teachers who team teach each cluster will be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher at other public schools would be required to hold in accordance with state law. These documents will be maintained on file at LCS and made available upon request. In middle school, teachers will hold either multiple subject credentials or will hold both single subject credentials of the subjects they teach.

All personnel must commit to the mission and vision of LCS. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and students. The job descriptions will be based on the job duties and work basis as outlined in the charter.

A personnel committee may be formed each year and will be representative of all stakeholders including but not limited to parents, students, teachers, staff, administrators and members of the LCS Board of Directors. The personnel committee will work with the Head of School (K-8 or 9-12) as necessary in recruiting, screening and making a recommendation to the Head of School (K-8 or 9-12) on hiring employees for any vacant positions. The Head of School (K-8 or 9-12) is ultimately responsible for hiring employees on behalf of the school’s Board of Directors. The make-up of the Personnel Committee will be designed by the Head of School (K-8 or 9-12).

7. Ongoing Professional Development: LCS is committed to supporting its teachers, leaders and staff by providing frequent opportunities for professional growth and development. LCS fosters a collaborative school environment in which teachers are given a chance to collaborate and learn from one another as well as develop leadership and facilitation skills. Professional development sessions, which are held weekly, are tailored to the needs of faculty and designed to promote student learning. Driven by principles of Professional Learning Communities (DuFour, DuFour, and Eaker), professional development is rooted in six characteristics:

1. Shared mission, vision, values, and goals
2. Collaborative teams focused on learning
3. Collective Inquiry
4. Action orientation and experimentation
5. Commitment to continuous improvement
6. Results orientation

Professional development initiatives are developed through analysis of school data, responses to staff evaluations, mid-year and end-of-year surveys, teacher input based on students’ academic needs, professional development committee input, and feedback from teams.
Priorities of professional development at LCS include identifying instructional needs in an on-going way, differentiating professional development for teachers at different levels of experience, carefully choosing school-wide instructional tools that every teacher can implement, and providing time and resources for teachers to share and reflect on best practices. For example, four key questions are considered:

1. What do we want students to learn?
2. How will we know if they have learned?
3. What will we do if they don’t learn?
4. What will we do if they already know it?

The developing Professional Learning Community at LCS values a cycle of inquiry in which teachers and administrators are working collaboratively to maintain a focus on student learning, reflective dialogue, and ultimately, the attainment of achievement goals that reflect our mission in action. LCS strives to create an open environment where teachers feel part of a team in which trust supports genuine collaboration focused on promoting student achievement.

We include classroom research because implementing this model of teacher development has three important outcomes. First, development of our educational program is focused on student needs and constantly modified in response to classroom data and research findings. Second, our teachers form a true community of learners supporting in one another a reflective and analytical approach to their instruction. Third, by supporting teachers who wish to become published researchers, we can contribute to bridging the gap between educational theory and classroom practice.

LCS recognizes the value of mentors and master teachers for its faculty and continues to facilitate meetings and foster relationships between LCS faculty and teachers at schools sharing our educational approach, with individual teachers with needed expertise, and with classroom visits that demonstrate pedagogical approaches we are seeking to research or incorporate. Attendance at workshops throughout the area, including those held at Seeds and Open Charter on constructivist curriculum and pedagogy, continues to be promoted.

Staff development at LCS over our next charter term will be focused on these key areas:

- Advisory Program: Council in School, Ojai Foundation, Head of MS
- ELL Strategies: GLAD (Guided Language Acquisition Design) Training ELD Coordinator, Trainer of Trainers Model
- Advanced Placement Course Instruction: sponsored or endorsed by CollegeBoard (authorized by the International Association of Continued Education and Training)
- Differentiation of Instruction: Resource Specialist Team
- Optimizing Power School for Data Analysis: Director of Compliance
- Constructivism and Project Centered Instruction: Head of School
- Service Learning Instruction: Head of School
Staff development is delivered by the Heads of School (K-8 and 9-12), Head of ES, Head of MS, Deans of Students, Mentor teachers, Master teachers, publishers, ELD Coordinator, Resource Specialist team, Network Support staff and education professionals. In addition, faculty and staff are regularly trained on required topics such as: Mandated Reporting and Child Abuse, CPR and Safety, FERPA, Special Education etc., by qualified staff, attorneys, consultants and via on-line tools (i.e. SchoolSafe).

D. How the instructional program will meet the needs of all students: Since LCS values a constructivist, project-based educational program in which teachers utilize research and ongoing assessment to inform teaching and curriculum, our special needs populations (ELL, Gifted, At-Risk of Low Achieving, Low Socioeconomic and Special Education) receive instruction that focuses on their needs and capitalizes on their strengths. Coupling this with a number of other essential components ensures that students with special needs receive the most effective education possible.

These other components of the program assist in meeting the individual needs:

- Small class sizes (elementary) and block scheduling (middle & high school) which allow the teachers to truly know their students
- A minimum of 40 minutes planning time each day during which teachers can modify and create lessons and curriculum to meet the needs of individual students
- Team teaching (elementary level) and a culture among teachers of openness and collaboration, allowing teachers to share their research and learn from each other’s varying expertise in handling learning differences
- Interdisciplinary projects, when appropriate at the middle school level, to support long-term learning
- Ongoing communication between teachers and parents and a commitment to work together for the education of their children
- Various forms of assessment that are used to guide instruction
- High expectations for all students

While we strongly believe that our thematic, integrated environment is conducive to meeting the needs of all students, we also understand that specific student populations have different needs that must be addressed. We strongly believe that these needs are best met within the context of the classroom. Programs for our English Language learners, GATE students, and Resource students are not isolated, but fully included in the classroom from elementary school up through high school.

1. English Language Learners: Our instructional approach, which is experiential and rich in context for all students, works particularly well with English Language Learners who often rely on context clues to understand the message delivered in a language they are learning. Our school’s child-centered environment is likewise critical for English learners who have the opportunity to learn both English and academic concepts and skills in a low anxiety, context rich, and natural way. This is supported by educational research, such as Krashen’s research.

The language that children first learn to speak at home is viewed as a rich part of their culture,
and it needs to be cherished and maintained. As we believe that the success of our children is tied to parent participation, it is essential that we communicate effectively with our non-English speaking parents and we make every effort to address the diverse language and cultural issues represented at the school. Our Latino Families Association and our Korean Families Association meet regularly with staff to translate documents and streamline communication efforts in order to fully welcome all families into our school community. We will continue to adhere to federal and state mandates regarding education for English language learners. **Students are identified as English Language Learners based on the “home language survey” (per Education Code Section 52164.1) and prior school transcripts/records, as applicable. Larchmont will maintain focus and track student performance of both students classified as ELLs and those who are redesignated English Proficient to ensure that they continue to receive any necessary support as academic rigor increases in the upper grades.** At LCS, ELL students receive instruction in English utilizing the techniques of whole language instruction, Reader’s and Writer’s Workshop, sheltered English activities, cooperative learning groups, music, art, Brain Gym, and Total Physical Response support for instructional delivery. Further primary language support is provided to students, and their families, through translation by teachers, aides, other students, and parent volunteers. Special attention is placed on the timely re-designation of ELL students.

ELD progress is determined by CELDT, scoring standards-based assessment tasks, and sample tasks are included in the student’s ELD portfolio to document progress toward ELD standards and ultimately, recategorization. LCS utilizes the CELDT, ELD portfolios and CST to assess English Learners. Additionally we utilize the English Language Development Retell Assessment three times a year (ELDRA) to monitor reading writing, listening and speaking. These assessments are analyzed on a grade level basis and by the **Head of School (K-8 or 9-12), the Head of ES or MS (depending on grade level)** and **faculty**.

Instructional strategies for English Learners include SDAIE, TPR, use of Thinking Maps, GLAD, the Singlish program, a print-rich environment with multi-level texts available and content area vocabulary displays and glossaries for specific units. In an effort to support the success of our English language learners in elementary school, we have developed and expanded approach to literacy that includes technology and the arts in addition to the more traditional academic experiences. Research shows that children who are learning English benefit from the opportunities to use the arts to assist in developing vocabulary, basic concepts, and reading skills. This approach combines language activities with multimedia, drama, music, and art. The ability of each student to acquire information from a variety of sources, to synthesize their knowledge, and to create presentations that reflect his or her understanding of a given subject, is a stated goal at LCS. By broadening and deepening our definition of literacy, we have raised the standards of literacy for all of our students, specifically our ELL students.

In middle school, students who are ELL will be supported through the above strategies and English immersion in their humanities classroom. Teachers in all subject areas in the middle school will utilize rich vocabulary development, reading comprehension skills, and high expectations for student oral language development. The interdisciplinary approach to our middle school classrooms will allow for students to develop language and vocabulary in a meaningful, authentic setting that creates long-lasting results.
It is our expectation that English language learners who have been with us throughout their K-8 career will be re-designated and prepared for success by the time they matriculate to high school. Should students require ongoing support with language development – either because they did not progress at the targeted rate for redesignation or because they joined the Larchmont community with language development needs at the middle or high school level—we will provide modifications such as tools and resources in-class along with specially designed in-school intervention classes. At the High School level they will be assigned a full course-load of grade-level content such that they track towards completing their complete A-G set of required courses, supplemented by 1:1 or small-group language instruction during the foreign language elective block for up to 2 years of high school (thus allowing them to fulfill their A-G required 2 years minimum of foreign language requirement) and/or during their elective block as needed. Because the A-G requirements call for only 2 years of a language other than English and two years of college preparatory electives, there is flexibility within the schedule to accommodate for these needs during the course of the school day. Curricula for these intervention courses will be selected on an as-needed basis, dependent on the students’ grade and language development levels from the AB 1802 California Department of Education approved publisher listings for English language instruction.

English Learner Instruction

Larchmont Charter School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Larchmont Charter School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Larchmont Charter School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Larchmont Charter School shall administer the CELDT annually. Larchmont Charter School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.
Our process for reclassification is

Reclassification process is reviewed formally for all students on an annual basis; however, teachers have the flexibility to submit student names for consideration by the LAT team at the end of each marking period.

2. Economically Disadvantaged Students: Because LCS strives to have a diverse population, economically disadvantaged students comprised over 25% of our school population in 2008. We have several programs created to address their needs and associated risks, including the health component of our physical education program that addresses the relationship between exercise and health and our Healthy Lunch program, which incorporates the tenets of the Edible Schoolyard program, focusing on including pesticide free locally grown produce in the food service menu.
Our school psychologist is available for group or individual sessions to support student needs associated with poverty. Our after school program, Larchmont You, currently funded by the Youth Policy Institute, provides afterschool care, homework support and enrichments to FRL (Free and Reduced Lunch) students at no cost to families. This agency also provides childcare for evening meetings so that parents can attend them, and children are also given opportunities to participate in weekend excursions. In addition our weekly enrichment programs including art, music, garden and cooking experiences give socioeconomically disadvantaged children the opportunity to explore these subjects in depth. Integration of technology is an important part of our instructional delivery, and students have opportunities to use technology for academic purposes at school, even though they may not have access at home.

3. Gifted and Talented Students: Our academic model, focused on individualized instruction, supports gifted students within our community. As per the guidelines provided for Gifted and Talented programs in California (EC 52200 amended to reflect AB2313) we provide students with differentiated instructional strategies and provide opportunities for higher-level conceptual thinking as well as time for gifted students to collaborate and work with one another. Upon request of a parent/guardian or recommendation by a teacher, the Head of School (K-8 or 9-12) coordinates GATE testing through the authorizing charter district, LAUSD.

Our ultimate goal is to teach as if all students were identified as gifted, and to provide all students with extended, enriching and critical thinking activities that have appropriate depth and pace. We provide a text-rich environment and numerous opportunities for students to delve into subjects more deeply. Many projects are open-ended and give students a chance to adapt their assignments to suit their abilities, interests, and learning modalities. Students often work together, discussing ideas and concepts, and brainstorming solutions to math problems, predicting science outcomes and evaluating scientific variables, and pondering causes and effects of historical events.

In middle school, students will have the opportunity to participate in the content area that meets their needs, particularly for math and algebra. Once in high school, gifted students will have access to advanced placement courses along with general courses taught at the college preparatory level and the opportunity to strengthen their learning through internships and community-based service learning work. LCS is committed to allowing students to move fluidly and appropriately to push and challenge each student to learn in their appropriate zone of development. The following instructional strategies are utilized to provide challenge to high achievers and gifted students:
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Reading groups are differentiated as indicated by both initial and ongoing assessments (See Element 2: Measurable Student Outcomes) Students are grouped by skill level and materials and instruction match performance. In all language arts groups, higher order questioning promotes in-depth discussions and aligns reading experiences with connection to self, others and text.</td>
</tr>
<tr>
<td>Math</td>
<td>Math groups are also formed using initial and ongoing assessments. (See Element 2: Measurable Student Outcomes) Students are regrouped from one strand to another as students may demonstrate varied mathematical proficiencies. Teachers extend learning in many ways including the use of challenge problem solving experiences, extension of concepts (i.e. exploring formulas for finding areas of irregular shapes in geometry), projects, and targeted small group instruction.</td>
</tr>
<tr>
<td>Science</td>
<td>Science offers many opportunities for differentiation as the state standards can be delivered and explored in many different ways. Projects further deepen understanding and vary delivery of evidence of skill mastery. Students meet such challenges as writing a song about a system in the human body or designing a model of an ant using blocks. Teacher designed rubrics include above grade level expectations and differentiated project expectations. External student resources are provided for students to use at home and at school.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies is also readily adaptable to challenge GATE students. Research projects give students needed skills to locate and organize information. Teachers provide opportunities and support to extend thinking using higher level questioning techniques and differentiated rubric based expectations. Online research makes primary resources available in the classroom generating a sense of excitement and intimacy with events, places and concepts. Students produce written work, displays, skits and artwork to showcase and share what they have learned.</td>
</tr>
<tr>
<td>Arts</td>
<td>All students have weekly instruction in music and visual arts in classes taught by artists. Having professional artists deliver instruction allows students to explore the media as well as the artistic perspective shared by the professional. Art and music teachers individualize instruction providing inspiration and skill support furthering growth for students who are talented in the arts.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Students who are talented athletes have a regular physical education program taught by a coach, lunchtime athletic clubs, and after school sports activities.</td>
</tr>
</tbody>
</table>

*ELD is supported through the use of supplemental materials that scaffold the mainstream instructional program used across all grade levels and abilities.*

As a general rule, we do not believe that any one assessment should be used to classify children or determine what resources are provided for a child’s learning. Therefore, we **offer differentiated instruction for all students who excel, not just those identified as** gifted and talented at Larchmont Charter and **we offer open enrollment to encourage all students to complete our AP classes.** For those children whose California Standards Test (CST) scores
automatically qualify them as “gifted,” or for those whose parents request GATE testing and students are identified as “gifted”, we will proactively submit the verification form to the district (for assessment of the student) unless parents do not want us to do so. Students may initially qualify based on test performance as early as the 4th grade once 2 years of test scores have come in, and will continue to be identified ongoing throughout the course of their career at Larchmont. At the High School level students will have access to Advanced Placement courses in the following areas: AP English Literature, AP Calculus, AP Chemistry and AP Spanish.

4. Students Achieving Below Grade Level and the Role of Early Intervention:
Each fall, students at LCS are assessed by their classroom teacher in written language, reading, and math. These assessments, in addition to state testing statistics, serve as baseline measures and diagnostic tools. State testing scores are also used to look for trends among various groups of students, areas of need to be addressed in professional development, and areas needing increased or improved instruction. This information is shared as a staff and groups of students are formed who are in need of intensive intervention in order to help them achieve at higher levels. Various means are used to meet the needs of these children including in-class small group teaching in skill instruction for reading and math, English language development (both for English language learners and those children with limited oral expression) and instruction in comprehension skills. In addition, students entering kindergarten and first grade are assessed to determine their readiness for academic tasks. Research, especially by Joseph Torgeson of Florida State University, has shown that students are best able to be successful when help is given in the early years of school, rather than waiting until they fail in upper grades. Low achievers are monitored daily by classroom teachers and plans for scaffolding and differentiation are assessed and modified weekly in grade level meetings with the Resource Specialist team. Accommodations are regularly adjusted in response to student progress in order to focus strategies on specific student needs based on data gathered through ongoing assessments.

Therefore, all kindergarten and first grade students’ screenings are used to focus on the development of goals for early intervention in order to address these students’ needs. Our primary center resource specialist works with small groups of students to scaffold skill development. These early intervention groups supplement classroom instruction supporting our goal to close the learning gap before these children have the opportunity to fail and before the gap becomes too wide to be easily bridged.

Second through eighth grade students are also supported in skill development, and their needs are addressed both individually and in small groups. Resource teachers, classroom aides as well as classroom teachers work individually or in small groups with these students to bridge skill gaps. These lessons begin in the first few weeks of school and continue throughout the year. At risk students are also included in small groups supported by the resource specialists and teacher’s assistants within the classroom.

Students in the middle school who fall behind may require extra intervention classes through means of extra support during the class. Teachers will work to create differentiated instruction for students at their particular level of need to continue working towards high levels of
achievement for all students.

In many cases these students acquire needed skills in a timely way and we are able to achieve grade level and classroom expectations. With this level of intensive intervention, coupled with teacher support through Student Success Team (SST) and Preliminary Student Success Team (PSST) meetings, more intensive intervention and frequent progress monitoring) may be indicated as part of a three-tiered model of instruction (core classroom instruction, intervention and progress monitoring. The SST is then able to discuss the needs of specific children with more knowledge and understanding, generate further accommodations and support, and if a need is determined, suggest assessment for special education services.

Special attention will be paid to interventions needed by high school students to ensure that they are on track to graduate with their A-G requirements completed in the four years of high school. Students who do not pass a class that is required for graduation or is for credit towards their A-G requirements will be required to repeat the class the following year. In the event that students need to repeat a class, they will have fewer electives in their junior and senior years to accommodate for the completion of all essential credits. Staff at Larchmont will proactively support students however, to keep them on track. In the event that students are identified as unprepared to successfully accomplish the goals set out in the proposed schedule of classes, Larchmont staff will provide interventions – beginning with the least invasive and building in, as needed, more structured supports. Listed below are three tiers of intervention that may be implemented to address the needs of students in grades 9-12:

- **Tier 1**: For students whose transcripts indicate that a particular content area is challenging for them (e.g. a student who received a C in prior years’ English courses) or should ongoing assessments yield results showing a student is not mastering content on pace with the class, the teacher will design, implement and track in-class interventions to support the students’ learning. These in-class interventions may include, but are not limited to, small-group instruction, pre-teaching, offering supplementary materials or instructional resources to students or providing study-skills or specialized support with skills such as test-preparation or writing research.

- **Tier 2**: It is the expectation in the Larchmont community students will not fall behind to the point of not passing their classes. Teachers believe that it is their responsibility and the school’s program is designed to ensure that challenges are identified and addressed in time to ensure students are on track to pass their classes. Should students experience substantial difficulty in completing courses that are not alleviated by tier 1 interventions, students may be provided with small-group or individualized intervention during lunch, their elective block or before/after school. These interventions will be carefully monitored with weekly assessments and the intent that student needs will be addressed in six-week cycles. In these intervention cycles students will be taught to self-monitor their progress and identify when to ask for help to better empower them to get their needs met during the regular instructional day.

- **Tier 3**: For students who have not successfully completed foundational courses necessary for enrollment in the course offerings for students at their grade level
(e.g. students who did not complete Algebra 1 prior to 9th grade) Larchmont will provide classes to address the gaps. These classes may be provided during a specially-designed summer bridge program for students enrolling in the school at the high school level, they may be offered during the elective period of the day or, if there is sufficient need across the grade-level a dual track of classes will be created to provide students with the appropriate courses with the intent that by the end of high school students will have all completed the necessary A-G required classes no matter their starting point. Should our campuses be close to one another and transportation is feasible, students in small numbers may be integrated into Algebra 1 classes offered at our middle school on an as needed basis.

*Special Education Program*

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Larchmont Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Larchmont Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section
of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

*Modified Consent Decree Requirements*

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- **The Independent Charter School Suspension/Expulsion Report**, due monthly throughout the school year.
- **Paper SESAC Report and Welligent Student Listing Verification**, due monthly throughout the school year.
- **CBEDS**, which is due at the end of October of Each School Year.
- **All Students Enrolled December 1 of Each School Year**, due at the end of December every school year.
- **Graduation Status of 12th Grade Students Enrolled on December 1**, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.
Element 2: Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. California Education Code 47605(b)(5)(B).

Compliance with Education Code Section 47605(b)(5)(B)

As required by Education Code Section 47605(b)(5)(B), effective January 1, 2013, “Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.”

“All groups of pupils served by the charter school” is defined as numerically significant pupil subgroups.” Numerically significant pupil subgroups is defined as both:

- The subgroup consists of at least 50 pupils each of whom has a valid test score.
- The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

In addition to the work that LCS has always done to assure that all students are making progress, LCS is tracking all academic progress by significant subgroups, including ELL, FRL-eligible and ethnically diverse.

LCS has seen its subgroups out score both District-wide and state-wide results on CSTs over the life of the school, and our subgroups are tracked on all internal assessments to ensure that our work is focused on reducing any potential achievement gaps in our community.

While LCS serves, and will continue to serve, a socio-economically and ethnically diverse community of learners, our expectations are the same for all students and we measure our work by each student’s success. Our assessments are regular and rigorous and are used to assess student learning at multiple points throughout the year.

As the law regarding renewal was also amended to add the following: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal”, LCS is cognizant of the necessity to demonstrate comprehensively the increase in pupil academic achievement for every student, every subgroup and the entire LCS community.

LCS has provided an exceptional education to students of all walks of life for over 7 years and will continue to do so into the future.

In addition to CST driven goals, measurable student outcomes for LCS are designed to reflect our dedication to educate children so that they can flexibly apply the skills and information they have learned in school in a variety of settings for the purpose of making the world a better place.
Student goals are **focused on successful completion of college**, derived from the California State Standards, our definition of an educated person in the 21st century, and expressed in our Expected Schoolwide Learning Results (ESLRs). Students will demonstrate progress toward meeting and exceeding these learning goals through their performance on subject-specific assessments, state tests, and through their completion of interdisciplinary, subject-specific and community service projects.

LCS believes that standardized tests provide only part of the picture in determining student achievements. While our educational strategy does not focus on testing, LCS students will take all STAR standardized tests required by the state, specifically the California Standards Test (CST), the CELDT, the FitnessGram, and the California High School Exit Exam (CAHSEE). By disaggregating the data and looking at individual students’ results, faculty and staff will utilize test results to determine student’s academic needs, as well as performance patterns by grade level. Using this data as a guide to be supplemented by ongoing formative and summative assessments, we will create teaching plans to address these needs. As a result of these efforts, it is anticipated that scores will continue to rise during the life of the charter.

In our **college preparatory program**, defined by high academic expectations, teacher and student focus on the ESLRS, a project-centered constructivist learning environment, and the use of assessments to drive instruction, students will acquire the skills, attitudes, and work ethic needed for higher education. They will learn to apply these skills as thoughtful, responsible, proactive members of society in the 21st century.

**Extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals**

LCS’s aforementioned definition of an “educated person” provides the foundation for our educational goals. These broad goals are stated in our ESLRS and include skills such as communicating in a variety of ways, formulating questions and seeking answers that facilitate deeper understanding, analyzing issues and ideas critically and from a number of perspectives, and examining errors and setbacks in order to make progress in one’s learning. The broad goals also include character development expectations such as interacting with others honestly and respectfully, taking responsibility for oneself and for each other, and persevering in the face of challenges. **Our primary goal at the K-8th grade level is 80% proficient and above in all California state standards, as measured by CST and other assessments on the LCS Assessment Plan. (See 9th-12th grade assessments outlined in the following pages.)**

80% of students will demonstrate the following grade level skills:

<table>
<thead>
<tr>
<th>Skills, Knowledge, and Attitudes</th>
<th>Content Areas</th>
<th>Assessment Tool and Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate grade level effective written and verbal communication to a variety of audiences.</td>
<td>English Language Arts and Social Studies</td>
<td>-Developmental Reading Assessment from Harcourt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-CORE Assessments</td>
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<tr>
<td></td>
<td></td>
<td>Words Their Way</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Fountas and Pinnell Benchmark Assessment System</td>
</tr>
<tr>
<td>Skills, Knowledge, and Attitudes</td>
<td>Content Areas</td>
<td>Assessment Tool and Measurable Outcomes</td>
</tr>
<tr>
<td>---------------------------------</td>
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<td>----------------------------------------</td>
</tr>
</tbody>
</table>
| Identify and understand grade level mathematic facts, concepts, principles, and theories, applying them in problem situations within and outside the school setting. | Mathematics | -STAR California Standards based Released questions  
-Teacher created assessments  
**ELD: WIDA MODEL (Measure of Developing English Language)**  
CELDT |
| Demonstrate grade level comprehension and analysis of a variety of printed materials when reading for pleasure and/or information. | English Language Arts, Mathematics, Social Studies, and Science | See LCS Assessment Plan  
-Scott Foresman Envision Math  
-TERC Investigations Math assessments  
-Houghton Mifflin Math Unit Assessments  
-STAR California Standards based released questions  
-Teacher created assessments  
**ELD: WIDA MODEL (Measure of Developing English Language)** |
| Demonstrate a grade level understanding of history in order to perceive the complexities of social, economic, and political problems. | Social Studies | See LCS Assessment Plan  
-Teacher and Publisher assessments social studies gr. 6-8  
-K-4 California Reflections Series  
-5th grade-History of U.S. text/resources  
**ELD: WIDA MODEL (Measure of Developing English Language)** |
| Demonstrate a grade level understanding of major concepts and processes that are common to all of the sciences. | Science | See LCS Assessment Plan  
-K-5 Science, FOSS California series  
-6-8 Publisher assessments  
-Teacher created assessments  
**ELD: WIDA MODEL (Measure of Developing English Language)** |
| Demonstrate critical thinking and ability to solve problems when making decisions. | English Language Arts, Mathematics, Social Studies, and Science | See LCS Assessment Plan  
**ELD: WIDA MODEL (Measure of Developing English Language)** |
<p>| Demonstrate an ability to use technology efficiently to achieve | English Language Arts, Mathematics, | See LCS Assessment Plan |</p>
<table>
<thead>
<tr>
<th>Skills, Knowledge, and Attitudes</th>
<th>Content Areas</th>
<th>Assessment Tool and Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>specific goals.</td>
<td>Social Studies, and Science</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to evaluate information across a range of media.</td>
<td>English Language Arts, Mathematics, Social Studies, and Science</td>
<td>See LCS Assessment Plan</td>
</tr>
<tr>
<td><strong>Communicates</strong>: shares thoughts and ideas orally and through the arts, writes clearly, listens to and hears others, expresses oneself respectfully!</td>
<td>English Language Arts, Mathematics, Social Studies, and Science, the Arts</td>
<td>See LCS Assessment Plan</td>
</tr>
<tr>
<td><strong>Seeks to understand</strong>: formulates questions, pursues answers, reads and thinks critically and thoughtfully, is reflective, considers multiple perspectives of a world community</td>
<td>English Language Arts, Mathematics, Social Studies, and Science</td>
<td>See LCS Assessment Plan</td>
</tr>
<tr>
<td><strong>Demonstrates respect</strong>: for oneself, for others, teachers, for our school for one’s family and community, and for Earth’s environment and living things</td>
<td>English Language Arts, Mathematics, Social Studies, and Science, Edible School Yard Program</td>
<td>See LCS Assessment Plan</td>
</tr>
<tr>
<td><strong>Takes responsibility</strong>: for one’s actions, for one’s words, for one’s learning, for one’s body, for each other, for the environment and the earth’s limited resources.</td>
<td>English Language Arts, Mathematics, Social Studies, and Science, Edible School Yard program</td>
<td>See LCS Assessment Plan</td>
</tr>
<tr>
<td><strong>Perseveres</strong>: when problems cannot be solved readily or when faced with criticism and disappointment, through challenges, by reflecting, trying harder or differently, and then trying again until reaching a resolution.</td>
<td>English Language Arts, Mathematics, Social Studies, and Science</td>
<td>See LCS Assessment Plan</td>
</tr>
</tbody>
</table>

Teachers at LCS work together prior to the opening of each year to analyze these goals and develop ways to make them a part of our school culture. Our ESLRS are woven into the development of our projects and provide a frame of mind which supports student achievement of grade level state standards through meaningful application of these skills. Please see the attached *Standards Maps (Appendix 3)* which detail scope and sequences for all core courses that include the Time Frame, the Unit’s Essential Questions, Content, Standards (skills), Assessments and Curricular resources.
Our big goal for Larchmont Charter High School is that 100% of students are accepted into a 4-year college or university of their choice. In order to ensure we are on track towards we have set the following measures of success that drive our work:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Attainment Goal</th>
<th>Grade/Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Standards Test (CST) &amp; SBAC</td>
<td>75% Advanced or Proficient (ELA) 60% Advanced or Proficient (Algebra I) 70% Advanced or Proficient (Geometry) 70% Advanced or Proficient (Algebra II) 75% Advanced or Proficient (all other Math CSTs) 80% Advanced or Proficient (all History CSTs) 75% Advanced or Proficient (all Science CSTs) SBAC Targets will be established in accordance with guidance released about the various reporting standards once they are finalized.</td>
<td>9th-11th</td>
</tr>
<tr>
<td>UC Analytical Writing Assessment</td>
<td>80% receive a composite score of 8 or higher using UC rubric</td>
<td>11th grade end of year assessment</td>
</tr>
<tr>
<td>CAHSEE</td>
<td>85% pass rate – 1st time (ELA &amp; Math) 100% total pass rate – graduation</td>
<td>Administered beginning 10th grade to all students</td>
</tr>
<tr>
<td>Advanced Placement (AP) Exams</td>
<td>80% of students will receive a 4 or a 5 – 1st time AP courses will be offered in a History, ELA, Math, Science and Electives beginning in 10th grade.</td>
<td>Administered at the end of each AP course</td>
</tr>
<tr>
<td>SAT Exam</td>
<td>80% of students will score: Critical Reading: 560+ Mathematics: 590+ Writing: 580+</td>
<td>11th/12th grade students</td>
</tr>
<tr>
<td>ACT Exam</td>
<td>80% of students will receive a composite score of 26 or higher (ranking in the top 84% of students nation-wide).</td>
<td>11th/12th grade students</td>
</tr>
<tr>
<td>Attendance</td>
<td>95% or higher ADA</td>
<td>9th-12th</td>
</tr>
<tr>
<td>FitnessGram</td>
<td>90% of students achieve Healthy Fitness Zone</td>
<td>9th</td>
</tr>
<tr>
<td>EL Reclassification</td>
<td>100% RFEP by Graduation</td>
<td>9th-12th</td>
</tr>
<tr>
<td>Internal Balanced Assessments</td>
<td>Students will demonstrate levels of proficiency equivalent to our stated CST objectives by subject area</td>
<td>9th-12th</td>
</tr>
<tr>
<td>Graduation &amp; A-G</td>
<td>100% of students successfully complete all A-G requirements 100% Graduation</td>
<td>12th Grade</td>
</tr>
</tbody>
</table>
Delineation of when and how pupil outcomes will be assessed

LCS utilizes a variety of ongoing and embedded assessments in order to inform instruction and facilitate student learning. Examples include rubrics used to evaluate projects and assignments, teacher observations, anecdotal records, student self-assessments and progress reports which all serve as records of student learning. Formative assessments will occur regularly during the development of the unit to demonstrate to teachers the most current level of understanding for each student. Performance-based assessments will also serve as benchmarks for integration of skills and are a valuable measure of student understanding. Project expectations embedded in rubrics help teachers and students jointly describe expectations prior to the completion of projects and assignments.

LCS Multiple Assessments currently include:

Portfolios: each student develops a portfolio to accumulate evidence of growth, rubrics evaluating projects are included in this portfolio. Projects covering multiple subject-specific areas described in the Standards Maps (Appendix 3) will be included in the portfolio. Parent-teacher conferences in the late fall and spring are student-led for students in grade 2 and above. These conferences serve to communicate student progress as well as to set with students additional goals for the school year.

The attached Standards Maps (Appendix 3) describing LCS’ curriculum also describe the measurable student outcomes, the frequency and form of objectives assessments (both formative and summative) and the resources and curricular materials used for instructional delivery. When students do not meet the learning goals, as measured by objective assessments, a variety of intervention strategies will be used to work with the students and, in some cases, the families, to support student achievement.

In our college preparatory program, defined by high academic expectations, teacher and student focus on the ESLRS, a project-centered constructivist learning environment, and the use of assessments to drive instruction, students will acquire the skills, attitudes, and work ethic needed for higher education. They will learn to apply these skills as thoughtful, responsible, proactive members of society in the 21st century.

Specific outcomes which students must demonstrate proficiency in and/or progress toward and timeframes

Specific outcomes, standards (skills), which students must demonstrate proficiency in and/or progress toward are detailed on the attached Standards Maps (Appendix 3) which include scope and sequence expectations for all core courses. These maps include the Time Frame, the Unit’s Essential Questions, Content, Standards (skills), Assessments and Curricular resources. These
tables list ‘measurable student outcomes’ as well as the means and frequency of assessing students.

Reclassification of English Learners

The reclassification decision is made by the Language Appraisal Team (LAT) after considering the evidence regarding the student’s performance and consulting with the teacher and parent. The membership of the LAT includes: EL coordinator, school administrator, classroom teacher, parent, and other relevant specialists (such as resource teacher). Evidence includes, but not limited to, the CELDT results, CST results, student work samples as presented in the ELD portfolios, and anecdotal teacher records. After the team has made a determination and made recommendations regarding the student’s future program and support needs, the ELD Student Portfolio for level 4 and/or 5 will be submitted to a school administrator for review. After review of the documents, the school administrator notifies parents of the recommendation for redesignation. Students are redesignated as RFEP based on the parent/guardian’s final decision. At that point the LAT updates the school information system and, if appropriate, sends parents an official notification that the student has reclassified as fluent English proficient.

Identification of who will be accountable for student progress

Student assessment at LCS will not only comply with federal and state standards but will also include faculty-devised instruments and processes to appraise students' academic competence, emotional growth and social responsibility. School administrators and the faculty will be accountable for the academic achievement and psychological well-being of LCS students. The Board of Directors is ultimately responsible for ensuring that the school is compliant with state and federal law as well as on track at all times to meet the academic goals for the school. To reach this end, the Board holds the Head of School (K-8 or 9-12) accountable to meeting target goals, and reporting progress regularly to the Executive Director and the Board of Directors. The Head of School (K-8 or 9-12) will also be held accountable by the Board for meeting Adequate Yearly Progress as required by NCLB.

Reference to NCLB, CAHSEE, CELDT, API, AYP, CST No Child Left Behind Act (NCLB)

As required under No Child Left Behind, LCS will work with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. LCS is committed to reducing the education gap for all students. LCS will implement all provisions of the No Child Left Behind Act that are applicable to charter schools. This includes the use of effective methods and instructional strategies that are based on scientific research, the meeting of its Adequate Yearly Progress goals, the assurance that teachers hold appropriate certification, and the public reporting of the school’s academic progress. In addition, LCS shall provide extended learning for students who fall behind or who need additional support.
CAHSEE

As a K-12 charter, LCS will administer the California High School Exit Exam to its students beginning in 10th grade. Our goal at Larchmont Charter School is that 85% or more of our students pass all portions of the CAHSEE the first time they take it. In preparation, students in kindergarten through ninth grade will master California content standards that are assessed at the appropriate grade levels.

CELDT

Currently the English Learner population at LCS is at 12%. The California English Language Development Test, CELDT, will be administered every fall to all students who are classified as English Learners, in kindergarten through 12th grade. This test includes a Reading and Writing section, which is administered in a whole class setting, as well as a Listening and Speaking section, which is administered individually at the early grades K-1. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed.

The results from the CELDT will be examined alongside other assessments by LCS teachers, and used to help focus English Language Development instruction for all LCS English Learners at the school at the appropriate proficiency level. The CELDT is one of the measures used to determine whether students reclassify from English Learners to Fluent English Proficient students. Reclassification of our ELL students will be one of the school’s primary goals and measures of success.

API

The purpose of the API is to measure the academic performance and growth of schools. A school’s score or placement on the API is an indicator of the school’s performance level and growth as measured by how well the school is moving toward target goals.

LCS will meet the following API growth indicators:

- Annual API will meet or exceed the established growth target
- The STAR participation rate will be at least 95%
- The 10th grade CAHSEE passage rate will be at least 85% in both Math and ELA.

Students who show a continued lack of progress will be served as detailed under No Child Left Behind and/or the Special Education section depending on individual student needs.

AYP

The Adequately Yearly Progress (AYP) targets increase until 2013-2014 when NCLB requires that all schools or LEAs of the same type must have 100 percent of their students performing at the proficient level or above on statewide tests, currently the California Standards Test. LCS will meet all requirements to make AYP. The requirements reflect statewide performance levels and are the same for all schools and LEAs of the same type. The requirements include growth targets for: (1) student participation rate on statewide tests; (2) percentage of students scoring at the proficient level or above in English-language arts and mathematics on statewide tests including
both the CST and the CAHSEE; and (3) Growth API.

CST

The California Standards Test will be administered in English during the spring to all students in 2nd through 11th grade. This multiple-choice test is assumed to measure student progress in Language Arts and Math Standards. Additionally, 4th and 7th graders will take an essay test in writing. Students in specified grades will also take Science and Social Studies sections of the test.

Our goal is that our students meet or exceed the following CST targets:

- 75% Advanced or Proficient (ELA)
- 60% Advanced or Proficient (Algebra I)
- 70% Advanced or Proficient (Geometry)
- 70% Advanced or Proficient (Algebra II)
- 75% Advanced or Proficient (all other Math CSTs)
- 80% Advanced or Proficient (all History CSTs)
- 75% Advanced or Proficient (all Science CSTs)

The results from the CST are used by the State of California to determine the school’s Academic Performance Index (API) and to measure Adequate Yearly Progress (AYP). These are the chief accountability measures in place from the state and federal government. LCS will adopt the Smarter Balanced Assessment Consortium testing program beginning in 2014/15. LCS has been, and will continue to be, engaged in the transition process at both the leadership and faculty levels and will work to ensure a smooth transition to the new testing and assessment models under SBAC as well as the CCSS.

How the pupil outcomes, including state standards, will drive curriculum decisions

LCS teachers, with guidance from the administrators, examine and analyze pupil outcomes regularly. During the beginning of the school year, teachers participate in a week-long professional development institute which gives them the opportunity to analyze data derived from state mandated testing from the previous school year and review our standards-based report cards which include narratives describing student performance, work habits, and citizenship. When testing data arrives, teachers review the data and reflect on their teaching methodologies. Teachers also engage in vertical articulation with one another to address curricular gaps as presented in previous year’s data enriching this perspective with other assessment records. Throughout the school year, students are assessed regularly and student results are examined and discussed in grade level teams in order to determine if curriculum modifications are necessary.

Matriculation to the next level of education

In addition to consistently receiving proficient marks on a standards-based report that describes all state standards related to grades K-12, students who graduate 12th grade at LCS will be able to:
Communicate ideas and opinions clearly and distinctively in verbal, written, and visual mediums. Read a variety of texts and observe media in a questioning and thoughtful manner.

Compute with accuracy and demonstrate conceptual and practical understandings of fractions, percentages, decimals and interest rates. Utilize mathematical concepts and reasoning to solve practical problems. Understand the reasoning behind their own perspectives and seek to understand the other perspectives that may correspond or conflict with their own.

Participate in democratic systems as informed voters, as policy shapers, as policy implementers, as policy evaluators, and as involved citizens.

Identify nations on a map and explain similarities and differences among cultures, races and religions. Conduct a scientific experiment into a question of their own design. Understand their environment and how they affect it. Analyze problems by synthesizing skills and concepts from several academic disciplines. Re-write papers and improve projects in response to criticism and questions. Listen actively and respectfully to others. Ask questions of adults and peers in order to facilitate their own learning.

- **Participate successfully in the courses offered at the college or university of their choice. Make purposeful choices during college and beyond.**

- Projects from each grade of the student’s attendance at LCS will form a portfolio attesting to satisfactory evaluation of the above, according to a school-wide rubric, as described in Element Three of the charter.

**Frequency and sufficiently detailed assessments sufficient to determine whether individual students and groups of students are making satisfactory progress**

The frequency of detailed assessments which will sufficiently determine whether students and groups of students are making satisfactory progress are described in LCS’ **Standards Maps (Appendix 3)**. The measurable student outcomes, the frequency and form of objectives assessments (both formative and summative) and the resources and curricular materials are described in the maps and assessment plan. When students do not meet the learning goals, as measured by objective assessments, a variety of intervention strategies will be used to work with the students and, in some cases, the families, to support student achievement.

**API growth target**

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of the charter school will be measured annually against the growth of the comparison schools listed in Element 1. If the charter school has met all of the following benchmarks, the charter school will be considered an academic success:

1. Maintain an API of 875 or higher
2. Meet annual AYP growth targets including subgroups
3. Graduate 100% of all students from high school.

Element 3: Method By Which Student Outcomes Will Be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

Use of standardized test scores in measuring pupil progress

LCS values measurable student outcomes from standardized testing and reporting. Students will participate in all state sponsored testing programs and each LCS student will be expected to show continuous improvement as measured by instruments adopted by the State of California.

Use of longitudinal, survey, and other data in measuring pupil progress

Results from assessments, data collection records, evaluations, stakeholder surveys and interviews will be collected, analyzed, reported, published, and distributed to the school community and interested members of the community at large as part of an annual progress and program audit. The annual audit will be used to determine student progress overtime and the quality of programs of LCS.

Methods to ensure that all statewide standards are met and pupil assessments conducted

In the beginning of the year, teachers administer diagnostics described in the LCS Assessment Plan.

Beginning of the year and diagnostic tests include:

- Developmental Reading Assessment from Harcourt
- CORE Assessments
- Words Their Way
- Fountas and Pinnell Benchmark Assessment System
- Houghton Mifflin Math Inventory
- Developmental Teachers College Writing Assessment
- High School UCLA writing assessment – BOY diagnostic

All assessments are created to provide feedback about student learning. For this reason, they are mission aligned to be constructivist in nature and to cover all aspects of the State Standards. Assessments are continually reviewed and revised, and thus will maintain consistency with the transition to the CCSS. The Larchmont focus on constructivist instructional and assessment practices is particularly well suited to the CCSS focus on interdisciplinary instruction and assessment in the areas of ELA, as well as the stronger conceptual focus in the area of mathematics. Current assessment approaches include:
### Elementary School K-5
- Teacher created benchmark assessments
- Fountas & Pinnell benchmark assessment system
- Harcourt Developmental Reading Assessment
- CORE Assessments (K-2)
- Words Their Way
- TERC Investigations
- Math/Science Assessments
- *Quarterly projects (evaluated on a standards-based rubric)*
- STAR California Standards
- Test released questions
- K-5 Social Studies CA Reflections Series
- K-5 FOSS assessments

### Middle School 6-8
- Teacher created benchmark assessments
- College Preparatory Math Unit Assessments
- History Alive Unit Assessments
- Pearson/Pearson Hall (Life Science)
- End of Year Signature
- *Project (project-based demonstrations evaluated on a rubric)*
- Scott Foresman Envision Math (intervention)
- STAR California Standards Test released questions
- Publisher assessments science/social studies

### High School 9-12
- Teacher created benchmark assessments
- College Preparatory Math Unit Assessments evaluated on a rubric
- UC Analytical Writing Assessment
- Core content Publisher created end of unit assessments
- STAR California Standards Test released questions
- Practice AP exams
- Practice SAT/ACT exams
- *End of semester Signature Project (project-based demonstrations)*

*Projects are on-going throughout the school year and also vary in depth and time; however, students in middle and high school will demonstrate their conceptual understanding and application of integrated standards through an end of semester/year signature project. This project will not only measure fundamental understanding of core knowledge & skills, but will also tap into presentation, leadership, process and overall outcome.

Teachers analyze the data to set individualized student goals and instructional priorities to support student achievement of goals. Grade level teams analyze data to develop grade level academic goals and instructional priorities. **Head of School (K-8 or 9-12)** and **instructional leadership** analyze school-wide data and finalize grade level instructional priorities which lead to effective design of professional development goals for the year. Board confirms academic goals, understands instructional priorities, and identifies managerial support **Head of School (K-8 or 9-12)** needs to execute plans to meet professional development goals and provide curricular support. Mid-year and ongoing assessments are also administered by the teachers. Teachers analyze the data to modify and differentiate instruction to better support students in achieving their goals. Grade level teams analyze data and share best instructional practices in supporting student achievement of goals. **Head of School (K-8 or 9-12) and instructional leaders** examine data to track student progress and provide guidance and support to teachers, as well as identify professional development opportunities that may be beneficial for teachers. Board checks for progress on student achievement and identifies further managerial support **Head of School (K-8 or 9-12)** needs to execute plans to meet professional development goals and provide curricular support. End of the year assessments are administered by teachers. Teachers analyze data together with grade level teams and administrative staff. Analysis of data helps develop initial academic goals as well as professional goals for the next school year. Board receives end of the year student achievement data and examines the school’s overall academic progress to better identify managerial support **Head of School (K-8 or 9-12)** needs to execute plans to meet...
professional development goals and provide curricular support.

**Process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning**

Student assessment at LCS not only complies with federal and state standards but it will also include faculty-devised instruments and processes to appraise students' academic competence, emotional growth and social responsibility. Both the **Head of School (K-8 or 9-12)** and the faculty of LCS are accountable for the academic achievement and psychological well-being of LCS' students. The **Board of Directors is ultimately responsible for ensuring that students at LCS meet statewide performance standards and demonstrate improved pupil learning. To reach this end, the Board holds the Head of School (K-8 or 9-12) accountable to** meeting target goals, and **to reporting progress regularly to the** Executive Director and Board of Directors.

In addition, LCS values measurable student outcomes from standardized testing and reporting. Students participate in all state sponsored testing programs and each LCS student is expected to show continuous improvement as measured by instruments adopted by the State of California.

**Process for conducting pupil assessments pursuant to ED60602.5**

LCS will meet all statewide standards and conduct pupil assessments required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute. LCS does not test (i.e., STAR, CELDT, CAHSEE) with the District, therefore LCS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the Charter School.

**Description of all assessment tools**

Descriptions of grade level assessments used school-wide are detailed on the attached **Standards Maps (Appendix 3)**. In addition, state-mandated tests that are administered at LCS are described below:

**CELDT**

The California English Language Development Test, CELDT, will be administered every fall to all students who are classified as English Learners, in kindergarten through 12th grade. This test includes a Reading and Writing section, which is administered in a whole class setting, as well as a Listening and Speaking section, which is administered individually **at the early grades, K-1**. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed.

The results from this test will be examined alongside other assessments by LCS teachers, since the school will be focused on providing quality English Language Development instruction to all English Learners at the school at their proficiency level. The CELDT is one of the measures used to determine whether students reclassify from English Learners to Fluent English Proficient.
students. Reclassification will be one of the school’s primary goals and measures of success.

CST

_The California Standards Test will be administered in English during the Spring to all students in 2nd through 11th grade for all applicable courses._ This multiple-choice test is assumed to measure student progress in Language Arts and Math Standards. Additionally, 4th and 7th graders will take an essay test in Writing. Students in specified grades will also take the Science and Social Studies sections of the test, and it is likely that these sections will be added to the test for all grades in the near future.

The results from the CST are used by the State of California to determine the school’s Academic Performance Index (API) and to measure Adequate Yearly Progress (AYP). These are the chief accountability measures in place from the state and federal government.

**LCS will transition to the Smarter Balanced Assessment Consortium testing program beginning in 2014/15.** LCS has been, and will continue to be, engaged in the transition process at both the leadership and faculty levels and will work to ensure a smooth transition to the new testing and assessment models under SBAC as well as the CCSS.

**Additional High School Level Assessments**

*High school students will have the opportunity to demonstrate their college readiness on a variety of additional assessments offered to students in grades 9-12. In addition to the mandated CST and CAHSEE exams, students will participate in the UC Analytical Writing Assessment each year. This assessment is used as a placement exam for students entering the UC system. Larchmont students will both have practice with the exam and access to their performance results annually as they prepare to take college level courses upon matriculation (rather than the remedial courses students are required to complete should they not be successful on their placement exams.) Students at Larchmont will also take the PSAT in their sophomore year followed by the SAT and ACT. They will review the results with the college counselor and discuss needed interventions with their Advisory teachers. Teachers at the high school level will collaborate to create ongoing assessments that reflect the rigor of college level coursework. Students will have the opportunity to take the relevant AP examination after successfully completing the AP course.*

**Identification of the grading policy**

LCS utilizes a student reporting system to include a standards-based report card. The report card details the student’s progress on content state standards as well as the Expected Schoolwide Learning Results (ESLRs).

Grades K-5 receive letter grades A-F for student achievement along with a narrative and additional letter grade describing the extent to which the student demonstrates grade level standards and ESLRs. Middle school students in grades 6-8 receive A-F grades. _At the high school level, students receive letter grades A-F on their report cards along with credit reports._
indicating progress towards graduation. Students are required to successfully complete a minimum of 230 credits for graduation as listed below.

**LCS Credit Requirements**

<table>
<thead>
<tr>
<th>Courses</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman English &amp; Writing</td>
<td>10 credits</td>
<td>10 credits</td>
<td>10 credits</td>
<td>10 credits</td>
</tr>
<tr>
<td>Total: 40</td>
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<tr>
<td><strong>Math</strong></td>
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<tr>
<td>Geometry</td>
<td></td>
<td></td>
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<tr>
<td>Total: 40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
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<tr>
<td>Biology (Lab Science)</td>
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<tr>
<td>Total: 40</td>
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<tr>
<td><strong>History/ Social Science</strong></td>
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<tr>
<td>World History, &amp; Geography</td>
<td>10 credits</td>
<td>10 credits</td>
<td>10 credits</td>
<td>10 credits</td>
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<tr>
<td>US History &amp; Geography</td>
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<tr>
<td>Civics &amp; American Government</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total: 30</td>
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<tr>
<td><strong>Foreign Language</strong></td>
<td></td>
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<tr>
<td>Spanish I</td>
<td>10 credits</td>
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<tr>
<td>Total: 40</td>
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<tr>
<td><strong>Visual &amp; Performing Arts</strong></td>
<td></td>
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<tr>
<td>Dance Drama/Theater</td>
<td>10 credits</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total Possible: 30</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td></td>
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<tr>
<td>General P.E. Basketball/Soccer</td>
<td>10 credits</td>
<td></td>
<td></td>
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<tr>
<td>Total Possible: 30</td>
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<td></td>
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<tr>
<td><strong>Service Learning/Internship</strong></td>
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<tr>
<td>Ethics &amp; Service Learning</td>
<td>10 credits</td>
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<tr>
<td>Total: 20</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>60 credits</td>
<td>60 credits</td>
<td>60 credits</td>
<td>60 credits</td>
</tr>
</tbody>
</table>

Graduation Requirements: All students must accumulate a minimum of 230 credits in grades 9 through 12 and meet proficiency standards as determined by the State of California, including passage of CAHSEE, to graduate with a diploma. Students will accumulate credits by taking the following required coursework:

- **English**: 40 Credits
- **College-Preparatory Math***: 40 Credits
- **Laboratory Science**: 30 Credits
• Additional Science-Related Courses (AP Environmental Science & Health): 10 Credits
• History/Social Science: 30 Credits
• Visual & Performing Arts: up to 30 Credits
• OR** Physical Education: up to 30 Credits
• World Languages & Cultures: up to 40 Credits
• Service Learning: 20 Credits

TOTAL: 230 Credits

*Note some students will begin with Algebra 1 if necessary and progress at a rate that is 1 year behind the course listings in the above chart.

**Students would select Visual & Performing Arts OR PE during any given semester ensuring that they fulfill the minimum requirements for each according to the A-G requirements.

All courses completed with a grade of C or better render 10 credits towards graduation. Please note that should a student be assigned a block of intervention they would not receive credit for that course. If a student requires intervention on a yearly basis they would still graduate with the required number of credits to graduate.

How the Board of Education and the charter school can monitor the progress in meeting student outcomes

Student assessment at LCS not only complies with federal and state standards but it will also include faculty-devised instruments and processes to appraise students' academic competence, emotional growth and social responsibility. Both the Head of School (K-8 or 9-12) and the faculty of LCS are accountable for the academic achievement and psychological well-being of LCS' students. The Board of Directors is ultimately responsible for ensuring that the school is monitoring progress towards meeting student outcomes. To reach this end, the Board holds the Head of School (K-8 or 9-12) accountable to monitoring and reporting student progress. In addition, LCS values measurable student outcomes from standardized testing and reporting. Students participate in all state sponsored testing programs and each LCS student is expected to show continuous improvement as measured by instruments adopted by the State of California.

Frequency with which assessment tools will be used

Specific outcomes, standards (skills), which students must demonstrate proficiency in and/or progress toward are detailed on the attached Standards Maps (Appendix 3) which have scope and sequences for all core courses that include the Time Frame, the Unit’s Essential Questions, Content, Standards (skills), Assessments and Curricular resources. These tables list ‘measurable student outcomes’ as well as the means and frequency of assessing students.

How it will administer all state required assessments in the same manner as other public schools in the county (i.e., STAR, CELDT, CAHSEE, and Fitness Gram)

LCS has begun testing independently from the Los Angeles Unified School District beginning Fall of 2009. LCS has identified a testing coordinator who will be coordinating all the state mandated tests beginning with the annual and initial CELDT between July and October. The
STAR testing program begins in March with the 4th and 7th grade California Standards Test in Writing. It continues with the California Standards Test in English Language Arts and Mathematics for grades 2nd through 11th, Science in 5th grade, Social Studies in 8th grade, History-Social Science and Science in grades 9-11 and, all of which are administered in May. LCS will administer the California High School Exit Exam for students beginning in 10th grade and again in 11th and 12th grade as needed. The California State Physical Fitness Gram will be administered to all 5th, 7th graders and 9th graders between the months of February and May. LCS testing dates are all identical to testing dates of neighboring public schools. In addition, LCS’ testing coordinator and site administrators will ensure the security and integrity of the state mandated tests by training all staff who will handle and administer the state required assessments.

*Testing*

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

Includes annual assessment results from the Statewide Testing and Reporting (STAR) program

While the educational strategy does not focus on testing, LCS students will take all standardized tests required by the state annually. Annual assessment results from the STAR program will be examined by LCS administrators and teachers. By disaggregating the data and looking at individual students’ results, faculty and staff will utilize test results to determine student’s academic needs, and will create individualized learning plans to address these needs. As a result of these efforts, it is anticipated that scores will continue to rise during the life of the charter. Analysis of STAR data helps determine key content knowledge or instructional methodologies/strategies that staff may benefit in school-wide professional development. These are mapped out and determine the professional development calendar for the school year.

Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils’ parents and guardians, and for utilizing the data continuously to monitor and improve the charter school’s educational program

LCS receives STAR data in the summer. Educational Testing Service (ETS), the publisher of the STAR tests, provides hard copy of student results as well as an electronic file of the results via a compact disk. Individual student reports are immediately provided to families. Reports are either mailed to or picked up by families. In addition, LCS uploads the student results on to Data Director, which is the data program LCS uses to collect and analyze testing data. Data Director currently stores testing results for students who have tested at LCS in previous years.

LCS’ school administrators use Data Director to run teacher reports consisting of testing results of students who were in the teacher’s class in the previous school year as well as the students in the current school year. The Head of School (K-8 or 9-12) and instructional leaders guide the teachers in analyzing the reports. Teachers review these reports in the beginning of the school
year. In reviewing the previous year’s student data, the teacher is able to reflect upon success or lack thereof of his or her teaching methodologies and whether the students in general understood concepts addressed on the tests. Teachers review these reports together in order to share individual student information. In addition, teachers may alter their teaching methodologies based on student data as well as their colleagues’ anecdotal notes on specific student academic achievement. The teachers are also able to modify pacing plans accordingly. In reviewing the current year’s student data, teachers are able to plan targeted instruction according to the needs of students.

LCS is able to track individual testing data that allows in depth examination of individual student academic progress as well as LCS’ educational program as a whole. In analyzing data annually, LCS is able to identify trends that clearly details strengths and needs of the educational program. LCS reports data regularly to its Board and the LCS community.
Element 4: Governance Structure

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605 (b)(5)(D)

Structure

Larchmont Charter School is an independent charter and is operated by a 501(c)(3) nonprofit public benefit corporation (Larchmont Schools). The corporation was formerly known as Larchmont Charter School. Amended Articles of Incorporation were filed with, and certified by, the Secretary of State in October 2012. Copies of Bylaws and Articles are attached hereeto.

Organization Chart

The Organization Chart of Larchmont Schools will be:
Larchmont Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Larchmont Charter School will comply with the Brown Act.

*Members of the Larchmont Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

*The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

**Stakeholder Engagement**

Under the consolidated charter, the school community will become much larger but the process of engagement will remain intact and robust. Principal’s Councils (formerly called LCS Council) will continue to be the main venue for parent input on a number of issues, including:

- Budget recommendations and areas of focus
- Annual review of LEA Plan and Single Plan for Student Achievement
- Outreach, recruitment and volunteering
- Safety, behavior and discipline programs (i.e. anti-Bullying programs, No Name Calling week, safety committees, phone trees)
- Room Parents
- Community Issues (i.e. carpool, fundraising, technology)

In addition, there will be regular parent meetings, including Town Halls, Coffees with School Leaders, Parent Education Seminars, Grade-level meetings and Back to School activities.

Faculty and staff will continue to be engaged through staff meetings, professional development meetings and Summer Institute as well as informal/ad hoc meetings to address issues.

Staff and Faculty are actively engaged in issues related to:

- Facilities
- Finances & Budget
- Benefits/Health and Welfare
- Grade Configuration
- Curriculum
- Technology
- Professional Development
- Policies and Procedures
Network Support

Larchmont Schools has created a central support unit that serves the operational needs of all campuses. Network Support staff includes the following positions, all of which report to the Executive Director:

Director of Human Capital – responsible for all employee-related activities, including recruitment, on-boarding, benefits management, payroll, leaves and other issues. The Director of Human Capital works with site leaders to fill vacancies, support employee development and evaluation and develops all necessary personnel policies and procedures to support the effective and efficient operation of the school. The Director of Human Capital is also responsible for tracking NCLB-related compliance and monitoring all DoJ clearance-related issues. The Director of Human Capital is also responsible for ensuring that the organization is in compliance with the provisions of the Ed Code and labor Code that apply to Larchmont Schools at all times. Working in partnership with fellow Directors at Network Support and School Leaders, the Director of Human Capital oversees the organization’s safety and risk management program.

Director of Facilities & Technology – responsible for facilities management, compliance and planning along with technology planning for the organization. The Director of Facilities & Technology supports the School Leaders in developing technology plans and using technology to augment instructional practice. The Director of Facilities & Technology is also responsible for developing, implementing and maintaining appropriate use policies for all school-provided technology.

Director of Operations & Compliance – responsible for the day-to-day operating plan for all campuses. The Director of Operations & Compliance is responsible for school safety plans, school lunch programs, afterschool programs, field trip procedures, student information systems, statistical reporting, testing (CELDT, STAR, GATE, etc.) and oversees the business managers, office managers and receptionists at the campuses. The Director of Operations works with the Director of Human Capital and the Director of Facilities & Technology to ensure that the organization is supported by a strong and well-documented operational plan that is sustainable and supportive of our learning model.

Director of Special Education – responsible for the development and implementation of the Special Education program within Larchmont Schools. The Director of Special Education works with the Special Education team, including RSPs, Service Providers and other Special Education staff to ensure that the needs of all Special Education students are met, that all accommodations are provided, that all record keeping is current and correct, that all compliance issues are addressed and that Larchmont Schools complies with all aspects of the law as they relate to providing a Free and Appropriate Public Education in the least restrictive environment to all students attending Larchmont Charter School.
Development Manager – responsible for the organization’s fundraising efforts, including parent activities, foundations grants, corporate gifts and private donations. The Development Manager works with the Executive Director, the Board’s Fundraising Committee, Site Leaders and Parent Representatives to carry out the fundraising activities of the organization. Larchmont Schools raises significant funds every year to augment the funding it receives from State and Federal sources, and the Development Manager is key to ensuring that the organization continues to meet its goals.

Board of Directors

The Board of Directors of Larchmont Schools (“LS Board”) remains the governing entity of the organization. The LS Board has overseen the operation of LCS and LCW since their respective openings, and will continue to oversee the consolidated charter school. The key responsibilities/activities of the LS Board are:

- Fiduciary responsibility and fiscal oversight
- Health and safety of students
- Adherence to all laws, regulations and Ed Code provisions governing the operation of the school, including compliance with the Brown Act and audit provisions governing public schools and use of public funds
- Selection/management/oversight of the Executive Director
- Student outcomes and academic success
- Adequate and safe facilities
- Adherence to mission and charter
- Fundraising

The format of board meetings and the structure of the Board will remain the same, although additional committees have been created to better support the needs of the organization and to leverage the expertise of board members. These new committees include:

- Academic Excellence
- Facilities
- Fundraising
- Communications

The Academic Excellence Committee works with the Executive Director and Educational Leaders to ensure the integrity of the academic program utilizing both quantitative and anecdotal data to measure the success of the various components and their ability to reach all students. As stated in its mission, LCS is committed to “provide a socio-economically, culturally and racially diverse community of students with an exceptional public education” and we measure this with a variety of data points, including CST scores, internal assessments, whole child assessments and non-quantitative assessments. We believe that we are educating the next generation of leaders, and we are focused on developing, implementing and assessing a program that develops all facets of every child. We seek to
level the playing field and ensure that there are no significant achievement gaps between any of our subgroups and to ensure that all students are achieving at the highest levels.

The Facilities Committee works with the Executive Director to evaluate facility needs and options and to develop long-term facility plans to ensure that LCS has sufficient, safe and appropriate facilities to support student needs. The Facilities Committee works with the Fundraising Committee to develop funding plans and resource needs to ensure that the organization has adequate resources to cover its facility costs.

The Fundraising Committee works with the Executive Director, Site Leaders and Volunteers to develop plan and execute various fundraising events and activities. The Fundraising Committee is focused primarily on raising funds from “unaffiliated” sources, i.e. individuals and organizations that do not have children attending the school. The Fundraising Committee will also manage long-term Capital Campaigns to fund site acquisition and renovation.

The Communications Committee works with the Executive Director, Board and Site Leaders to ensure consistent and transparent communication with the school’s stakeholders, supporters and the larger community. The Communications Committee is focused on creating a consistent brand and image for Larchmont Schools and to provide relevant information in an accessible and user-friendly manner.

These committees are in addition to the following committees that have been in existence since the inception of the school:

- Finance
- Governance
- Audit

All of these committees conduct their activities in accordance with the Brown Act and other relevant public meeting provisions as required.

Board Meetings

Board meetings of the LS Board will continue to be held on a monthly basis and are open to the public as required by the Brown Act. All members of the school community are encouraged to attend board meetings and to participate via public comment. Agendas, minutes and materials are posted at bod.larchmontcharter.org. As the LS Board had previously been responsible for oversight of both LCS and LCW, the consolidation of the two charters into one will not change the format or process of the board meetings.

Grievance Procedure for Parents and Students

Larchmont Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Larchmont Charter School alleging its noncompliance
with these laws or alleging any actions which would be prohibited by these laws. Larchmont Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Larchmont Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Larchmont Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LAUSD Charter Policy**

Larchmont Charter School will comply with the District policy related to Charter Schools, as it may be changed from time to time *after notice and reasonable opportunity for input from the Charter School Collaborative.*

**Responding to Inquiries**

Larchmont Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Larchmont Charter School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

*If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.*

**Notifications**

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Larchmont Charter School.
Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

Larchmont Charter School believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Process for staff selection

Larchmont Schools continues to seek the best and brightest individuals to staff all open positions and has high standards for the individuals it hires. This will not change under the proposed revision, and we believe that staff will benefit from the consolidation of the two charters as it will create greater opportunities for professional development, collaboration and growth.

All personnel must commit to the mission and vision of LCS. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and students. The job descriptions will be based on the job duties and work basis as outlined in the charter.

A personnel committee may be formed as needed by the Head of School (K-8 or 9-12) in order to make recommendations to the Head of School on hiring employees for any vacant positions. The Heads of School are held accountable by the Executive Director and Board of Directors for hiring employees. The personnel committee will work with the Head of School (K-8 or 9-12) as necessary in recruiting, screening and making a recommendation to the Head of School (K-8 or 9-12) on hiring employees for any vacant positions. The make-up of the Personnel Committee will be designated by the Head of School (K-8 or 9-12), as necessary.

LCS is committed to recruiting and hiring a community of professionals who are dedicated to the best educational practices of all students. Regardless of their role in the school, every person hired by LCS will actively help to promote the curricular philosophy, instructional program and the school community’s guiding principles.

Job descriptions for positions; credential requirements and qualifications for staff; and identification of the roles and functions of staff members

The organizational structure has been revamped to allow for maximum focus on instruction and learning at the site level and consolidation of administrative functions at the Network Support level. This structure is intended to free the school leaders from non-
instructional activities and to focus their time on instructional support, assessment, professional development and curriculum planning.

The consolidation of the two charters into one allows us to organize segments of the school under a single leader, and this is the plan that is proposed. Under this plan, there will be one leader responsible for the entire K-8 program and another leader responsible for the 9-12 program. Given the threaded nature of our program and the focus on inter-disciplinary projects, we believe that one leader creating the vision for the K-8 program is more effective than splitting it arbitrarily at 5th or 6th grade. Also, given the facilities issues and available sites, the campuses do not split the same way. Thus, the model is split at 8th grade. Lastly, we want to focus the 9-12 team on preparing LCS students for graduation, college acceptance and college success. It is our belief that there is too much focus on college preparedness and not enough on college success. The goal of the Larchmont Schools Board is that every student that graduates from LCS will be prepared to attend one of the top 100 schools in the US and the LCS HS program is geared to ensure that every LCS student will be able to successfully complete whichever college they choose to attend.

The key changes from the existing LCS/LCW model are:

Head of School (K-8 or 9-12) – the Head of School (K-8 or 9-12) is the leader of their grade span and is in charge of all aspects of the program. The Head of School (K-8 or 9-12) is hired by, and reports to, the Executive Director. The Head of School (K-8 or 9-12) is responsible for hiring all site-based staff, and may, at his/her discretion, establish a search committee or screening committee to assist in filling vacant positions.

The Head of School (K-8 or 9-12) is the visionary for their respective grade-span program as well as the instructional leader for the program. The Head of School (K-8 or 9-12) will make all curricular decisions and is responsible for student achievement, assessment and outcome. The Head of School (K-8 or 9-12) will be responsible for the budget for their grade-span and will be accountable for the activities of their staff and the operation of their campus(es).

The Head of School (K-8 or 9-12) will work collaboratively with the LS Board, the Executive Director and the other members of the leadership team to create a high-functioning and highly productive leadership model for the organization.

The Head of School (K-8 or 9-12) is responsible for the operating budget and fiscal operations of his/her campuses, and will work with the Board, Executive Director, Faculty and Stakeholders to prepare and manage their budget.

Lastly, and of the utmost importance, the Head of School (K-8 or 9-12) will work with his/her team to ensure the safety of the students on each campus and the implementation of the charter and its related polices, procedures and protocols.
Key Qualifications:

- California Teaching Credential or Administrative Credential (preferred)
- Proven leadership experience (Assistant Principal or higher)
- Teaching experience
- Grade-span experience
- Constructivist background
- Commitment to diversity, social justice and equality
- Experience planning, organizing and motivating volunteers and stakeholders in support of the organization and promoting stakeholder satisfaction and engagement

The Head of ES and Head of MS will work under the Head of School (K-8) to support instruction and instructional practice, oversee faculty, manage the operating budget (in partnership with the Dean of Students, Head of School (K-8) and the Executive Director), evaluate teachers and support the day-to-day operations of the campuses. The Head of ES and Head of MS will work with the Head of School (K-8) to recruit new staff, develop existing staff and improve instructional practice within the school.

Key Qualifications:

- California Teaching Credential or Administrative Credential (preferred)
- Teaching experience (minimum 7 – 10 years)
- Grade-span experience
- Constructivist background
- Commitment to diversity, social justice and equality
- Experience working with, coaching and developing teachers and effective teaching practices for teachers of all levels
- Business Operations/Financial management experience

There will be a full-time Dean of Students at each campus, and there will be two at the 6th Street site. The Dean of Students (“DoS”) will work with the Head of School (K-8 or 9-12), Head of ES or MS and Network Support staff to manage the day-to-day activities of their site. The DoS will be the initial point of contact for parents, will be the first point of contact for student discipline, will work with students and faculty to develop and maintain school culture, code of contact, ESLRs and student behavior and will manage the operating budget (in partnership with the Head of School (K-8 or 9-12), Head of ES or MS (if applicable) and the Executive Director).

Key Qualifications:

- California Teaching Credential or Administrative Credential (preferred)
- Proven leadership experience (Director-level or higher)
- Teaching experience (minimum 5 – 7 years)
- Grade-span experience preferred
- Constructivist background
Commitment to diversity, social justice and equality
Experience developing and implementing discipline policies
Experience working with students and families to address and resolve behavior issues
Strong organizational skills and the ability to manage multiple complex projects at the same time

In addition to the revised leadership model, LCS will continue, as it has since its inception, to build out all areas of the program, including:

- Special Education
- Athletics (Individual and Team Sports)
- Speech & Debate
- Arts & Enrichments
- The Edible Schoolyard Program
- Afterschool Programs

LCS will hire qualified individuals with the appropriate credentials, certifications and experience to lead these programs.

Teaching Staff (teachers and paraprofessionals)

Teacher Qualifications
- Bachelor’s Degree plus successful completion of the CBEST and CSET examinations.
- Strong knowledge of subject matter including CA State Standards.
- CA Single Subject Credential preferred or enrolled in a University Intern Program.
- Belief in and commitment to the mission of Larchmont Charter School.

Teachers at LCS shall be required to hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As CDE and CTE provide interpretations for the requirements for non-core subjects, those interpretations will be followed. Should a qualified candidate not hold a California teaching credential, in order to be hired, he/she must be qualified to apply for either a Short Term Staff Permit (STSP) or a Provisional Internship Permit (PIP). If hired, the candidate must enroll in a credentialing program before the expiration of the permit and apply for an intern credential. At all times, teachers must meet all qualifications to be in compliance with NCLB.

As noted in the section regarding Ed Code 47605 (b) (5) (E), all teachers shall hold the training and credentials appropriate to their placement, including EL authorization, and will be hired based on their capacity to deliver the instructional and curricular program. Current copies of all teacher credentials will be maintained by LCS and made readily available for inspection.

Responsibilities of the teacher’s assistant are, but not limited to, the following:
Assistant classroom teacher in instruction and classroom management.
Assist classroom teacher in maintaining student work and records
Supervision of students, especially during unstructured time, i.e., recess, lunch, etc.
Assist students in conflict resolution situations

Qualifications:
- College degree preferred, but at least 2 years of college education required.
- Has experience with working with children
- Has excellent communication skills
- Exemplifies confidence in dealing with children

The **Head of School (K-8 or 9-12)**, with the help of an adjunct hiring committee comprised of faculty and parents *(if utilized)*, will select the teachers on an application and interview basis **for his/her respective grade span**. Selection of teachers will be based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and by using resumes with good references.

Responsibilities for the teachers will include:
- Preparing and implementing project-based, interdisciplinary lesson plans that lead to student investigations and demonstrations of understanding
- Assessing student progress and maintaining accurate records
- Taking the lead in developing their individualized professional development plan
- Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance

**Other Certificated Staff**: A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

**Financial Administration**: The Business Manager is the on-site financial manager. The responsibilities of the Business Manager are, but not limited to, the following:
- Work with school administration and back office in creation of budget
- Work with the school administration in managing budget
- Ordering supplies and materials
- **Assist Director of Human Capital in ensuring** human resources compliance with laws
- Writing and processing contracts and employment agreements
- Processing and monitoring benefits (with back office)
- Manages STRS, PERS, social security, and other deductions
- Maintaining personnel files
- Working with Legal office and Financial back office to assure compliance and charter school issues and policies.
  - Process invoices for payment
o Tracking of all revenues
o Grant support and communication
o Fundraising support and communication
o Payroll processing and recordkeeping
o Desktop publishing as needed, create forms

Qualifications:
- Highly organized
- Excellent mathematical skills
- Excellent communication skills
- Has advanced proficiency in Excel and Word computer programs
- Creative
- Flexible
- Willing to learn
- Business degree preferred, Bachelor’s degree required

In order to run the administrative financial functions of the school, LCS works with edtec. The accounting systems LCS has adopted adhere to generally-accepted accounting principles, giving LCS strong internal controls within the system.

Office Personnel: Clerical staff will be selected by the Head of School and Dean of Students on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position. Office duties will include, but not be limited to:
- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

Leadership – Demonstrate petitioners either possess or can secure the services of individuals that have the necessary background in – Curriculum, instruction, and assessment; Finance and business management

LCS provides a number of leadership opportunities for staff. Curriculum, instruction and assessment committee consists of the Head of School (K-8 or 9-12) and designated staff as well as Grade Level Chairs and specific school coordinators such as the English Language Learners Coordinator and the Testing Coordinator. The Grade Level Chairs are teacher leaders representing the following grade cohorts: K/1, 2/3, 4/5, 6-8 and 9-12.

LCS Council consists of teachers, classified staff, and parents. The finance committee reviews the school’s operating budget on a monthly basis and gives input in the creation of a working
budget for the school year.

Employee compensation – general description
Except for the Executive Director (whose salary is established by the LS Board) and the Head of School (K-8 or 9-12)’s salary (which is established by the Executive Director and approved by the LS Board), employee compensation levels are determined by the Executive Director, Head of School and Director of Human Capital. Certificated employee compensation is currently determined using the LAUSD’s salary table for certificated staff as a base. All other employee compensation is based on experience and qualification. Salary ranges can be found in the attached budget.

Measures of assessment of performance

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel. The Board evaluates the Executive Director. The evaluation process:

- Executive Director submits goals at the beginning of the academic year for board approval.
- Board meets in Executive Session periodically throughout the year to discuss Executive Director performance against the goals.
- Board formally evaluates the Executive Director at the end of June using input from Heads of School, other direct reports, and performance against goals.

The Heads of School (K-8 and 9-12) will be evaluated by the Executive Director based on:
- Maintaining a fiscally sound charter school including a balanced budget
- Overall successful school academic program and achievement of educational goals
- High parental and community involvement
- Completion of required job duties
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Teachers will be evaluated by their Head of School (K-8 or 9-12) based on:
- Student progress as referenced from assessment measures
- Effectiveness of teaching strategies
- Performance of job duties
- Development and tracking of their individualized professional development plan.
- Regular and responsive communication with parents

Classified and other personnel will be evaluated by their Head of School (K-8 or 9-12) or designated supervisor based on completion of assigned job duties and regular, punctual attendance. If an evaluation reveals poor job performance, a conference will be scheduled between the staff member and their Head of School (K-8 or 9-12) to develop a written action plan detailing recommendations for improvement. The action plan will outline an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure.
In the event of a dispute involving employment or the implementation of the personnel policies, and after a good faith effort with the Head of School (K-8 or 9-12) to thoroughly resolve the dispute, all employees may submit their complaint following these procedures:

- Complaint must be written, dated, and submitted to the Executive Director.
- The Executive Director must provide a written response within 10 school days.
- The decision provided by the Executive Director will be deemed final.

The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. If the dispute is in regards to the Executive Director, the employee may submit the complaint to the Board who will respond within 10 days.

**Procedure to be used for adequate background checks**

LCS will not discriminate against any applicant or employee on the basis of race, color, age, gender, sex, national origin, sexual orientation, marital status, or actual or perceived medical condition, or any other protected classification, in accordance with applicable law.

All staff will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

LCS will require each employee to submit to a criminal background check as required by Education Code Section 44237. LCS will adhere to California laws, including fingerprinting, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. **LCS is alerted if items are posted to the DoJ database for any subsequent activities related to LCS employees.** LCS assures that all requirements for employment set forth in applicable provisions of law will be met. LCS agrees to comply with the provisions of NCLB as they apply to certificated and paraprofessional employees of charter schools. Prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result in accordance with Education Code section 49406, and documents establishing legal employment status. The Director of Human Capital or administrative designee will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and federal law, for all LCS employees.

**Process for recruiting teachers**

LCS will post vacancies for teaching positions in various places including the LCS website, Craig’s List, California Charter Schools Association job listings, and local universities job listings. LCS teachers and staff will also participate in teacher job fairs to increase LCS’ pool of teacher candidates.

All instructional staff meet the qualifications of NCLB including – types of credentials to be held by core curriculum instructional staff; process to be used for inspection of credentials by authorizing agency staff; provisions for professional development to ensure that staff is trained to carry out the instructional programs proposed.
In addition, annual review of documents allow LCS to monitor expiration dates and also allow LCS to provide guidance to staff to ensure requirements are always met. The Director of Human Capital monitors teacher credentials.

In addition to the professional development institute scheduled at the beginning of the school year, professional development is built in to the school calendar. Professional development is provided for all staff in varying levels.

Identify positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.

Other than the key staff members detailed above, LCS also employs an Executive Director who is responsible for both Larchmont Charter schools.

**Executive Director**

The roles and responsibilities of the Executive Director are as follows:

- Responsible and accountable for all aspects of the School's operations, including finance, facilities, fundraising, personnel (including hiring and human resource issues), marketing, parent relations, external partnership relations, Board relations, legal issues, recruitment of new students and strategic planning/future development of the School.
- Provide support to the Head of School (K-8 or 9-12) and other staff as needed in program development and growth and in relation to student discipline, parent issues, personnel matters and relationships with the academic and support staff;
- Guide the School through the upcoming transition process as it:
  - merges its two charters into one
  - continues its growth as a K-12 school
  - continues to increase enrollment
  - renews its charter prior to June 30, 2015
  - brings new sites online.
- Has authority to negotiate with LAUSD;
- Ensures School compliance with government laws and regulations;
- Monitors compliance with the School budget to ensure that expenditures do not exceed amounts allocated and develops new budgets yearly in conjunction with the School's back office service provider (edtec); presents the budget yearly to the Board for approval;
- Oversees completion of the annual audit;
- Ensures that the School meets targeted fundraising, making possible the School's extensive education program;
- Advocates for the School with funders, local government, business and community leaders and with the media.
- Attends hearings and testifies, as needed;
- Works on strengthening and further developing the Board of Directors.

**Qualifications:**

- Successful track record of running an educational organization
• Knowledge of key education issues
• Knowledge of how to manage budgets
• Experience raising money from private donors
• Passion for education equality and constructivism
• 10 years of work experience
• Bachelor's degree required, advance degree preferred.

Procedure for Processing and Monitoring Credentials

LCS teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. All teachers will hold a Commission on Teacher Credentialing certificate, permit or other document that would ensure that the teacher is NCLB highly qualified. These documents will be maintained on file at LCS and made available upon request. In addition, an annual review of documents allows LCS to monitor expiration dates and also allows LCS to provide guidance to staff to ensure requirements are always met. The Director of Human Capital monitors credentials and all other required certifications, licensing and testing.
Element 6: Health And Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

Background Checks

Each new employee, vendor or non-parent volunteer who will work in contact with students must submit to a fingerprint scan for the purpose of obtaining a criminal record summary. This requirement is a condition of employment/engagement/volunteering. The Director of Human Capital retrieves the results of the fingerprint scans, and completes the appropriate paperwork/Affidavits and retains this as part of the file for the individual or vendor. LCS adheres to California laws, including fingerprinting, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

Facilities

Larchmont Charter School will operate on four campuses:

St. Ambrose Church (1265 N. Fairfax) will house 184 – 200 K-3rd grade students.
Selma Elementary School (6611 Selma Avenue - Prop 39) will house 200 4th-7th grade students in 2013/14. Future co-location at this, or any other LAUSD facility, site will be subject to the annual Prop 39 process.
Hollygrove (815 N. El Centro) will house up to 400 K-5th grade students.
Larchmont HS (2801 W. 6th Street) will house 425 6th-10th grade students in 2013, and will grow to accommodate students through 12th grade as the program matures – total capacity 600 students.

Selma ES is an LAUSD school and is currently shared with LCW via Proposition 39.

School Safety

School Health and Safety Plan

The school maintains an up-to-date School Health and Safety Plan for each of its sites. Plans are kept on file for review. All school employees are trained annually on the safety procedures outlined in the plan.

The School Health and Safety Plan also includes training for employees on Discrimination, Sexual Harassment, Emergency Preparedness, Injury and Illness Prevention and Blood-borne Pathogens.

Among the many health and safety laws that need to be followed, Larchmont will follow the Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools.
Larchmont Charter School conducts, and keeps records of, regular safety drills, including: Fire, Earthquake and Lockdown.

**All classrooms have an “emergency kit” stocked with first-aid equipment and water. There will be a designated safe place in case of a disaster emergency where parents may pick up their children. If this were to occur, it may be necessary for parents to show proof of identification.**

The school will ensure that its auxiliary services are safe:

All companies/services we contract with are reputable, and we have obtained all the required documentation to ensure the safe provision of all auxiliary services.

**Child Abuse and Neglect**

The School Health and Safety Plan includes training and procedures for child abuse and neglect reporting. All certificated and classified employees of the school are made aware of their role as mandated child abuse reporters and that California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practicably possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

**TB requirements, student immunizations, and student health screening**

LCS requires that all enrolling students and newly hired staff provide records documenting immunizations to the extent required by law. Records of student immunizations are maintained in the schools records room. LCS staff follow county requirements for periodic Tuberculosis (TB) tests in accordance with Education Code 49406. The Director of Human Capital maintains staff records.

LCS provides periodic health screening for all its students. These screening include vision, hearing and scoliosis.

**Immunization**

Larchmont Charter School requires immunization of pupils as a condition of school attendance to the same extent as LAUSD requires of students attending district schools.

**Vision, Hearing, & Scoliosis**

Larchmont Charter Schools provides for the screening of pupils’ vision and hearing and the screening of pupils for scoliosis to the same extent as LAUSD provides for students attending district schools.
Insurance Requirements
No coverage shall be provided to Larchmont Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Larchmont Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Larchmont Charter School from claims which may arise from its operations. Each Larchmont Charter School location shall meet the below insurance requirements individually.

It shall be Larchmont Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Larchmont Charter School’s insurance shall be primary despite any conflicting provisions in Larchmont Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Larchmont Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Larchmont Charter School does not operate a student bus service. If Larchmont Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by Larchmont Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per
occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Larchmont Charter School's insurance shall be primary despite any conflicting provisions in Larchmont Charter School's policy.

Evidence of Insurance

Larchmont Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Larchmont Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Larchmont Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Larchmont Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter
agreement. Larchmont Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Larchmont Charter School, and their officers, directors, employees or volunteers. Moreover, Larchmont Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

**Health, Safety and Emergency Plan**

*Larchmont Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. Larchmont Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.*

**FERPA**

*Larchmont Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.*

**Criminal Background Checks and Fingerprinting**

*Larchmont Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. Larchmont Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.*
Element 7: Racial And Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)

As part of its mission, Larchmont Charter School aims to provide a rigorous academic program to a racially, ethnically, and socio-economically diverse group of students. Larchmont Charter School has taken the following steps to strive to maintain a racial and ethnic balance of its students that reside within the LAUSD jurisdiction and to increase opportunities for students who are representative of the School’s community.

To ensure we recruit a diverse population, we begin by identifying the potential preschool programs, including local Head Start programs (for Kindergarten), elementary schools (for middle school), middle schools (for high school) and community organizations that may help us source students of diverse backgrounds. We then conduct an asset analysis of our current community (teachers, leaders, and parents) to see who could help us most effectively target various schools and community groups. We reach out to schools and organizations to disseminate information and meet with parents and students. In the two months leading up to the lottery, we step up our recruiting and problem solve around any recruitment challenges we have. The many strategies we use to achieve the racial/ethnic balance we seek are:

- Conduct orientation meetings prior to the opening of each school year to inform interested parents and students of school offerings. Outreach meetings are held in multiple locations in the target area to ensure that all students in the area have an opportunity to attend the school
- Partner with our Korean Families Association and our Latino Families Association to ensure broad outreach in the community.
- Conduct open houses and school tours on a regular basis during the school year
- Develop and distribute promotional and informational material, such as school brochures and flyers that are translated into Spanish and Korean
- Partner with various pre-schools, elementary, middle and high schools, to provide them with information specific to their grade levels.
- Use of online tools to publicize the availability of the current year’s Lottery Form. Current LCS families will make this announcement to various youth sports groups, various enrichment classes outside of LCS (like dance classes, self-defense classes, etc.).
- We use our parents as tour guides to provide bilingual tours.
- We advertise in local Spanish language informal and formal media
- We provide neighboring elementary schools and middle schools with brochures/flyers and let them know that we have grades 6 and above.
- We have information available through brochures, flyers and the Larchmont Charter website
In addition to reaching out to local Head Start Programs (Gregory Park, La Mirada, Fountain, Yucca Street, Melrose, Wilton Place, Plummer Park and Hollywood), our Latino Families Association is leading outreach to local churches and community organizations and our Spanish-speaking teachers and Teachers Assistants distribute flyers in the targeted community. While these efforts happen throughout the year, we intensify these efforts in the six (6) weeks prior to the lottery (January and February).

In order to provide school information to a more diverse population, Larchmont Charter School targets families in areas that are located within a two mile radius of its campuses including the neighborhoods of Hollywood, East Hollywood, West Hollywood, Hancock Park, and the Hollywood Hills.

We are also working with various service agencies, such as Preschools, Child Care Resource and Referral Agencies, Medical and Social Service Clinics, Career Counseling and Job Skills Centers to ensure that we are reaching diverse groups of parents and that they are aware of the opportunities at Larchmont.

Outreach activities have also be focused on local libraries, KYCC, National Council of Jewish Women, West Hollywood City Hall, various churches, temples and places of worship, all with the aim of creating a lottery pool that represents the diversity of the community we serve.

Individuals at each campus have been identified to ensure that Larchmont has year-round outreach efforts and the organizations that serve the families we want to connect with and that we want to see as part of the Larchmont community. This includes families from across the ethnic and socio-economic spectrum.

Our outreach efforts are done primarily in English, Korean and Spanish. We work to accommodate language needs as quickly as possible through parent volunteers and community support.

Larchmont Charter School maintains an accurate accounting of the ethnic and racial balance of students enrolled in the School along with documentation of the efforts used to recruit a diverse school community. Larchmont will continue to provide annual updates to the LAUSD Board every November as required during the last renewal of the Charter.

_**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**_

The District and Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with Charter Schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). Larchmont Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to separately memorialize in writing any agreed-to number of NCLB-PSC placements of District students at the school.
As required under NCLB, all NCLB-PSC students attending Larchmont Charter School shall have the right to continue attending Larchmont Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Larchmont Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Larchmont Charter School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Larchmont Charter School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school.

**Determination of student eligibility for this NCLB-PSC option**, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Larchmont Charter School under the NCLB-PSC program increases in subsequent years, Larchmont Charter School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

**Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, Larchmont Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Larchmont Charter School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Larchmont Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
• Maintain inventory of equipment purchased with categorical funds, where applicable
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Larchmont Charter School also understands that as part of its oversight of the school, the Charter Schools Division may conduct program review of federal and state compliance issues.

**Court-ordered Integration**

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. *(Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW).)* The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

*The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.*
Element 8: Admission Requirements

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

Larchmont Charter School affirms that the school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any person on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

LCS will actively recruit a socio-economically and ethnically diverse student population from the District.

The 2012/13 enrolled Larchmont Schools student body (LCS and LCW combined) has the following demographic make-up:

<table>
<thead>
<tr>
<th>Category</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>1017</td>
<td>100%</td>
</tr>
<tr>
<td>FRL Eligible *</td>
<td>365</td>
<td>35.9%</td>
</tr>
<tr>
<td>White</td>
<td>505</td>
<td>49.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>201</td>
<td>19.7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>209</td>
<td>20.5%</td>
</tr>
<tr>
<td>African American</td>
<td>83</td>
<td>8.2%</td>
</tr>
<tr>
<td>Other</td>
<td>19</td>
<td>1.8%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>73</td>
<td>7.2%</td>
</tr>
<tr>
<td>Special Education</td>
<td>84</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Source: internal school enrollment data (Feb 2013)

* Lottery preference is given to families qualifying under the NSLP income guidelines. (http://www.gpo.gov/fdsys/pkg/FR-2012-03-23/pdf/2012-7036.pdf)

FRL % represents enrolled families that have completed and qualify for Free or Reduced Price Lunch.

LCS will continue to use its outreach efforts to recruit a diverse student body and will work with current and new neighborhood partners to ensure that information about LCS is accessible to all members of the community. This will include presentations to community groups, Head Start programs as well as local religious organizations, afterschool programs and preschools serving diverse communities of children.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case
of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School’s application process is comprised of the following:
1. Parent attendance at a Charter School orientation meeting is encouraged
2. Completion of a lottery form.

Registration packets for students who are admitted will also gather the following:
1. Completion of student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised (see description of advertising in Element 7 above) open enrollment period each year for enrollment in the following school year. The open enrollment period will begin no later than the first school day of November and will continue until the posted deadline – typically the third Wednesday in February. Following the open enrollment period each year, lottery forms shall be counted to determine whether any grade level has received more lottery forms than availability. If the number of students seeking to attend the school exceeds the school’s capacity, admission, except for the existing students of LCS, shall be determined by random public drawing (“lottery”) in accordance with Education Code §47605(d)(2). The lottery will typically be scheduled for the last Saturday in February. Information regarding the date, time and location of the lottery will be available at the time the open application period begins, and updates, if any, will be posted on the school’s website.

LCS shall ensure that the lottery process is transparent and accessible to the public; because the lottery itself is open to the public; by the use of technology (including projection of names as they are pulled and seats are filled/waitlist established); and by the availability of staff to verify enrollment information prior to the start of the public drawing, answer questions during and after the lottery and provide information. In addition, the date, time and location of the lottery will be set at the beginning of the lottery process and will be included on the lottery forms, on all flyers and notices and on the school’s website. Finally, interpretation services (Spanish and Korean) will be available and the date/time of the lottery will be set to accommodate the greatest portion of lottery applicants as possible.
Admission Preferences

LCS seeks to serve a diverse student body and in the event of a lottery, preference in admissions will be offered to students in the following order and in accordance with the Notes and Procedures below:

- Students currently attending the school (guaranteed admission)
- Students of Founding Parents in accordance with LAUSD approved Founding Parent Policy (adopted February 7, 2012) as outlined below
- Siblings of students already attending the school
- Children of Larchmont Schools Employees and Board members (this preference will be capped at 10% of current openings at any grade level)
- All other students who reside in the District
- All other applicants

Note: For the Employee/Board Preference, if the current openings available in any grade are less than 10, this preference will not be provided for that grade. “Current openings” is defined as a seat in a grade for which there is no currently enrolled student at the time of the lottery. For example, 6th grade has 31 more seats than 5th grade as we grow from 119 to 150 seats and therefore 3 seats (10% of 31) would be available for this preference as there are no currently enrolled students for those 31 new seats.

In addition, students who meet one or both of the following criteria will have a weighted preference (as described in the Lottery Procedures below) in the lottery – these preferences are applied to all lottery participants. A student who meets the criteria for both weighted preferences will be given the benefit of both preferences. A weighted preference means that a participant in the lottery will have a greater chance of being selected after the weighting has been applied than would another participant in the lottery who does not have the benefit of the weighted preference. The weighted preference criteria are:

- Students indicating they qualify for free or reduced price lunch (“FRL-eligible”) on their lottery form, verification of eligibility will be required prior to enrollment.
- Students who are currently enrolled in, or reside in, one of the elementary school attendance areas where one of the charter school sites is located, pursuant to Ed Code section 47614.5. For the purpose of this weighted preference, the elementary schools are Laurel Avenue ES, Vine Street ES and Charles White ES.

The weighting is applied by increasing the number of times the name of the student is included in the lottery pool. For example, if the FRL-eligible weighting is 2:1, every student who indicates that they are eligible for this preference will be included twice in the lottery, rather than once.

Note 1: For the purpose of this material revision, for purposes of admissions for the 2013-14 school year, “students currently attending the school” and “siblings of students already attending the school” shall include students who attend either Larchmont Charter School or Larchmont Charter
West Hollywood during the 2012-2013 school year. For the 2013/14 school year, the waiting lists that were established during the lottery will be used to fill seats based on the location of the available seat. For example, if a 1st grade seat becomes available at the St. Ambrose campus, the first student on the “LCW” waiting list, as established by the February 2013 lottery, will be offered the seat. The corresponding waitlist – LCS or LCW – will be used to fill each seat that becomes available at each site. Hollygrove and Sixth Street seats will be filled via the LCS waitlist and St. Ambrose and Selma ES seats will be filled via the LCW waitlist for the 2013/14 school year only.

In all subsequent years, the lottery form will include an option whereby parents can indicate that they only want a seat at a particular campus (i.e. St. Ambrose or Hollygrove) or they will take any seat available. Given our desire to increase diversity and serve our community, the ability for families to address transportation issues and indicate a preference will be important – a family living close to one campus may not be able to get to another site and therefore would prefer to remain on the waiting list for the campus they prefer. We will note these requests through the lottery process and will fill seats accordingly.

Note 2: In order to meet the requirements of the Charter School Facility Grant program (also known as SB740), preference is given to students who are currently enrolled in, or reside in, one of the elementary school attendance areas where one of the charter school sites is located, pursuant to Ed Code section 47614.5.

The school will establish a deadline for the submission of lottery forms – typically the third Wednesday in February, and only lottery forms received prior to the deadline will be included in the public random drawing. Lottery forms received after the deadline will be accepted, date stamped and added to the bottom of the waitlist after the lottery has been completed. Public notice will be posted on the school’s website regarding the date, time and location of the public drawing and will be included on the lottery forms. The public drawing will typically be held on the last Saturday in February. Names of applicants will be drawn publicly and at random. During the same public random drawing, once enrollment is reached, all remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If vacancies occur before or during the school year, the vacancies will be filled according to the waiting list.

Parents/guardians of students that are offered seats through the public random drawing are asked to attend an orientation meeting with a designated school representative in order to make sure they understand the school philosophy, mission and instructional practices and agree to participate fully in the life of the school community. All meetings will be “no-frills.” Parents of enrolled students are also expected and encouraged to attend two parent teacher conferences per year, one in the Fall and the other in the Spring. LCS staff will work with parents/guardians to schedule conferences at a time that is convenient. No action shall be taken against students whose parent(s)/guardian(s) cannot attend their student’s conference(s). All meetings will be scheduled to allow everyone to participate. All parents will be asked to sign a home-school contract, which will delineate student behavior codes, rights and responsibilities, attendance policy, and the parental involvement expectation.

LCS does not offer transportation to and from school to our students, except in the case of students with disabilities if required pursuant to an IEP. Parents will be encouraged to carpool to alleviate the burden of transportation on families. LCS depends heavily on the community and its parent body to recruit a diverse population of learners. LCS partners with local Head Start pre-schools to recruit economically disadvantaged students. Parents actively
recruit their neighbors, friends, family support groups, etc. The school advertises enrollment openings in newspapers and on the website and the advertisement clearly says that the school services students with disabilities in the least restricted environment. LCS brochures are available in English, Spanish, and Korean.

**Lottery Procedures**

The primary means to access the LCS lottery form is through LCS’ website. If a family does not have access to the Internet, LCS main office staff will provide the family with the form and/or allow individual families to use the school’s computers, printers, and Internet access. The lottery process is explained in detail on the same webpage as the lottery application, and the process is also verbally explained to any families who walk in their paper application. English, Spanish and Korean versions of the lottery form are available.

Lottery procedures include the following:

1. The lottery forms for LCS will be available online and at the school sites no later than the first school day of November each school year. At the time the lottery form is made available, the closing date and the lottery date, time and location will be indicated. In no case will the closing date of the lottery be prior to February 15 of the following year, unless approved by the Larchmont Schools Board of Directors prior to the commencement of the open enrollment period. The closing date of the open application period and all relevant information about the lottery will be provided on the lottery form and school website.

2. A public lottery is conducted for all grades that have more lottery forms than capacity for the next school year. Should the number of students who seek admission exceed the number of spaces available, a random lottery will be held. The lottery will be monitored by the Executive Director and/or one or more Larchmont Schools Board Members to ensure fair and accurate implementation of the lottery procedures.

3. Every lottery entrant will be assigned to one of the following groups by grade based on the information provided on the lottery form:
   A. Group A: Founding Parents (in accordance with the LAUSD Founding Parent Policy)
   B. Group B: Sibling of current student (LAUSD resident)
   C. Group C: Sibling of current student (non-LAUSD resident)
   D. Group D: Child of Larchmont Schools Employee or Board member (LAUSD resident)
   E. Group E: Child of Larchmont Schools Employee or Board member (non-LAUSD resident)
   F. Group F: All other students who reside in the District
   G. Group G: All other applicants
Note: As detailed above, Groups D and E will only be formed if there are at least 10 current openings in the grade for which the student(s) applied.

4. The LS Board, meeting in open session, will annually approve the weighting to be applied to ensure that the FRL population is adequately represented in the lottery – typically this will result in FRL-eligible families having a 2:1 weighting in the lottery to meet school-wide targets of 40% FRL-eligible. The Board may alter the weighting order to ensure adequate representation of FRL-eligible families in the lottery. Again, this means that each family that indicates they are FRL-eligible will have two chances in the lottery rather than one. The Board will determine the final weighting based on the final lottery pool at the LS Board meeting prior the lottery and the calculation is based on the percentage of FRL-eligible lottery forms that have been submitted. The inclusion of this weighting helps LCS fulfill its mission to serve a diverse socio-economic population and is used in conjunction with outreach efforts to ensure that families that are FRL-eligible have an increased chance to attend LCS through the lottery.

5. The weighting for the Attendance Area preference will be a 2:1. Again, this means that each family that indicates that it meets these criteria will have two chances in the lottery rather than one. The inclusion of this weighting allows LCS to apply for reimbursement for its facility-related expense through the State’s Charter School Facility Grant program. This program requires that a preference be given to students who are currently enrolled in, or reside in, one of the elementary school attendance areas where one of the charter school sites is located and provides LCS with funding to offset the cost of non-LAUSD facilities used for the school.

The weighting is applied for the two groups above in order increasing the number of times the name of the student is included in the lottery pool so that the odds of a student that meets one or both of these criteria being offered a seat or having a better place on the waiting list are better than those of a student who does not meet the criteria. For example, if the FRL-eligible weighting is 2:1, every student who indicates that they are eligible for this preference will be included twice in the lottery, rather than once and will therefore have a greater chance of getting a seat than those in the lottery who are only included once.

6. Prior to the lottery, the approved weightings will be applied to all applicants that meet one or both eligibilities.

7. Each of the six groups listed in this bullet are sorted alphabetically by group for each grade and then assigned randomly generated numbers. Each group is then sorted in ascending order by the random number to determine the order by which seats will be filled. The groups are sorted in the following order for each grade:

A. Group A
B. Group B
C. Group C
D. Group D
E. Group E
F. Group F
G. Group G

8. The sorted lists are then used to fill all available seats, as well as to establish the order of the waiting list for any grade for which there were more entrants than available seats. Admission for each grade is offered in order by Group until capacity is reached. Once capacity is reached, names are added to the waitlist based on the randomly generated number assigned to each entrant by Group.

All families that participate in the lottery will be informed by email or US Mail (if an email address is not available) that they are either being:
1. Offered a seat, or
2. Placed on the waiting list for the upcoming school year.

This communication will include their number on the waiting list and will go out within two weeks of the lottery. All families of students that are not offered a seat for the upcoming school year will remain on the waiting list until it is cleared at the end of the academic year for which it was drawn unless there is a written request by the parent to remove their child from the waiting list. Parents shall be directed by office staff to send such written notice to:

Larchmont Charter School
Attn: Lottery
444 N. Larchmont Blvd, #207
Los Angeles, CA 90004

Instructions about removing a child from the waiting list will be included in the waitlist letter that is sent to all families that are not offered a seat.

9. Families that are offered seats are given five (5) days after the receipt of the acceptance letters to respond to the School’s Office Manager by phone in order to secure enrollment. Receipt is defined as the date sent if sent by email and three days after date sent if sent by US Mail. The Office Manager will maintain records of when letters are mailed and date that emails are sent. The Office Manager will follow up with all families that have not responded within the five (5) days after receipt window by phone and email to ensure that they received their letter, to answer any questions and to ascertain their intent to enroll.

If a family indicates that they are not accepting the seat that was offered, School staff will document the information and send a confirming email (requesting confirmation of the parent’s decision to decline the offered seat) or letter (requesting a confirmation of the parent’s decision to decline the offered seat and a postage-paid return envelope) if no email is available confirming the
conversation. Upon receipt of the confirmation, the first family on the waiting list will then be offered the seat.

10. Families that accept the seat(s) they have been offered are provided with an enrollment package containing documents, instructions and information necessary to process the incoming student(s). Parents will be given approximately four (4) weeks to return the enrollment information to the School. In the event that the enrollment information is not returned to the School by the requested date, School staff will contact the family to provide assistance and to ascertain if the family intends to enroll their child at LCS. If the family indicates that they do not intend to enroll their child, their seat will be reassigned to the first family on the applicable waiting list and documented in the same manner noted above. If the family intends to enroll their child at LCS, they will be granted an extension, with the duration of the extension set by Head of School based on the circumstances provided by the family, and the Office Manager will provide any necessary assistance to complete the enrollment. The extension will be documented via email or US Mail (if no email is available) and the Office Manager will maintain records of all communication.

11. Lottery forms are kept for the duration of the school year. These are kept as backup to the electronic waiting list. The electronic waiting list is kept and managed by School staff for the duration of the school year. The wait list is cleared at the end of the academic year for which the lottery was drawn. Therefore, the wait list does not carry over from one year to the next.

**District Required Language**

**McKinney-Vento Homeless Assistance Act**

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

**LAUSD Founding Parent Policy (adopted February 7, 2012)**

1. In accordance with Education Codes section 47605(d)(2)(A):

   1.1. “Founding Period”: The applicable time period in which an individual can be deemed a Founding Parent/Founder is the specific period during which the charter petitioner team is developing the charter school through the school’s first day of instruction. The petitioners must submit to the Charter Schools Division
documentation establishing an official start of founding period at the time of charter petition submission (i.e., typically 12-18 months prior to charter approval; reflected in board minutes). A school may not add to the founding group after the first day of instruction.

1.2. “Founding Parent/s” or “Founders” are respectively defined as parent/s or legal guardian/s or individuals who contribute substantial personal time and effort to develop the new charter school during the established Founding Period as noted in subsection 1.1. There shall be no requirement that Founding Parents/Founders contribute funds as a part of their commitment. Petitioners must prescribe in their charter petition the eligibility criteria for Founding Parents/Founders, including defining the appropriate minimum number of volunteer hours required.

1.3. Founding Parent status cannot be delegated or transferred to other individuals. Preference for children of Founding Parents/Founders may apply during the life of the charter as long as pupils who qualify for this preference does not constitute more than 10 percent of the school’s enrollment. The admissions preference is applicable to all children of the charter school’s Founding Parents/Founders even if the children do not begin attending the charter school until after the first year of the school’s operation.

1.4. For charter schools that have more applicants than space available, children of Founders shall be exempted from the random public admissions lottery and not to exceed more than 10 percent of the school’s enrollment.

1.5. For oversight purposes, charter school applicants must submit to the Charter Schools Division documentation confirming the following information:
   - A list of Founders, contact information, and number of volunteer hours performed.
   - an aggregate count of Founders’ enrolled children by grade.

1.6. As part of oversight, the District may audit the charter school’s lottery and admissions practices to ensure compliance, including conducting interviews of Founders.
Element 9: Financial Audits

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Larchmont Charter School to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls. Larchmont Charter School’s Board of Directors will select, based on the recommendation of the Audit Committee, a State-approved Charter School Auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other relevant criteria. Persons involved in selecting and overseeing the auditor’s work will not have a direct, personal financial stake in matters audited. Larchmont Charter School will retain auditors to conduct independent financial audits that will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to the Larchmont Charter School Board of Directors.

Pursuant to AB 1137, Larchmont Charter School will provide any necessary financial statements to LAUSD and the Los Angeles County Office of Education (LACOE), and the respective state agencies.

The Audit Committee of the Board will review any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board will report to the charter-granting agency regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

1. Provisional Budget – Spring prior to operating fiscal year
2. Final Budget – July of the budget fiscal year
3. First Interim Projections – November of operating fiscal year
4. Second Interim Projections – February of operating fiscal year
5. Unaudited Actuals – July following the end of the fiscal year
6. Audited Actuals – November following the end of the fiscal year
7. Classification Reports – monthly the Monday after close of the last day of the school month
8. Statistical Reports – monthly the Friday after the last day of the school month
9. In addition:
10. P1 first week of January
11. P2 first week of April
12. Bell Schedule – annually by November
13. Other reports
Larchmont Charter School shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding all inquiries. Furthermore, Larchmont Charter School will provide any financial information requested by LAUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LAUSD, in the format required by LAUSD within the timelines specified by LAUSD each year.

**District Oversight Costs**

The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allow under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves**

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

*Special Education Revenue Adjustment/Payment for Services*

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

*Audit and Inspection of Records*

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight...
responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

The Larchmont Charter School will develop and maintain internal fiscal control policies governing all financial activities.
Element 10: Suspensions And Expulsions

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)

Disciplinary Policy

Students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe and cared for. Our policy was developed with the input of the LCS Council and is reviewed every year with parent input.

In order to maintain a positive learning community, LCS has developed and maintained a comprehensive set of student discipline policies through the work of a committee that includes all interested parents, guardians, students, and staff and is in accordance with California Education Code Section 48900. These policies are distributed in the school’s student handbook and describe the school’s expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year. Policies and procedures regarding suspension and expulsion will be periodically reviewed and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion may occur.

Policies regarding suspension or expulsion will conform to applicable state and federal laws regarding all students. Students will be accorded due process in all disciplinary procedures. Disciplinary policies and procedures will also address student conduct that presents an immediate threat to the health or safety of others. Incidents that may warrant student expulsion will be handled in a manner consistent with California Education Code, Section 48918 and 48919.

If a pupil is expelled or leaves LCS without graduating or completing the school year for any reason, LCS shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [EC] Section 48200.

Student Behavior: Education Code

The Education Code enumerates safety policies that also relate to suspension and expulsion. For example, students will be recommended for suspension and may be recommended for expulsion upon a determination that the student has committed one of the acts listed below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Head of School (K-8 or 9-12)/designee.

4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

6. Committed or attempted to commit robbery or extortion.

7. Caused or attempted to cause damage to school property or private property.

8. Stole or attempted to steal school property or private property.

9. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.

11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.

12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

13. Knowingly received stolen school property or private property.

14. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

15. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that
pupil from being a witness or retaliating against that pupil for being a witness, or both.

17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

18. Engaged in, or attempted to engage in, hazing as defined in Section 32050.

19. Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

20. Committed sexual harassment, as defined in California Education Code Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. This applies to pupils in grades 4 and above, inclusive.

22. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. This applies to pupils in grades 4 and above, inclusive.

23. Made terrorist threats against school officials or school property, or both.

24. Making bomb threats is a federal Crime for which parents/guardians can be made responsible for restitution.

25. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
• Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
• Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
• Causing a reasonable student to experience substantial interference with his or her academic performance.
• Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

Mandatory Expulsion: In terms of mandatory expulsion, federal laws state that a school must expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In addition, students shall be expelled upon determination that the student has committed one of the acts listed below:

• Possession of a firearm
• Brandishing a knife at another person
• Unlawfully selling a controlled substance
• Committing or attempting to commit a sexual assault or committing a sexual battery
• Possession of an explosive
• Violation of The Federal Gun-Free Schools Act of 1994 also mandates the expulsion of any student who takes a firearm onto a school campus.

Due Process and Ensuring Rights of Students

Process for Suspension

Behavioral Intervention

If a student violates school policies enumerated in the student handbook that are not specified in the Education Code as grounds for suspension or expulsion such as student behavior policy and property policy, a conference will be held between administrative staff, the student and the parents/guardians. The student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. A contract will then be designed and signed by all parties present in which the student pledges to complete specified tasks or uphold specified codes of behavior within a given time frame. If the student breaks this contract, another conference will be scheduled from which suspension is a possible outcome.
Informal Conference

Suspension shall be preceded by an informal conference conducted by the administrative staff (Head of School (K-8 or 9-12) or Dean of Students), with the student and his/her parent/guardian. The pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The conference may be omitted if the administrative staff determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be scheduled before the student’s return to his/her assigned class(es). Students will not be suspended for more than 5 consecutive days and no more than 10 days for the year. A student may have more than a 5 consecutive day suspension if expulsion process has been initiated. Interim education will be provided for suspended students in the form of independent work put together by a credentialed staff member.

Notice to Parents/Guardians

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school. The schedule of the conference among the school administrator, student, and parent/guardian regarding matters pertinent to the suspension will also be on the notice. Reference to expulsion for continued violations of school rules will also be included.

Appeals of Disciplinary Action

Appeals of disciplinary action, suspension, and non-mandatory expulsions must be made in writing and submitted to the Executive Director within 24 hours of the disciplinary action or suspension. The Executive Director may convene a meeting between the parent and school administrator before coming to a decision regarding the appeal. The meeting must be scheduled within 10 days of the request. A written response will be provided by the Executive Director no more than 20 days from the written request. All decisions made by the Executive Director are final.

Process for Expulsion

Expulsion Determination

Students who are recommended for expulsion are suspended from school until the LS Board has come to an expulsion determination. Prior to suspension, a mandatory meeting with parents/guardians is held to explain the expulsion process, the timeline in particular.
Authority to Expel

A student may be expelled by the expulsion panel or by the Board following a hearing before it. The Expulsion Panel or the Board may decide to expel any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing before the Expulsion Panel to determine whether the student should be expelled. The Expulsion Panel consists of the Executive Director and at least two (2) other school administrators not directly involved with the incident. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School (K-8 or 9-12) or designee determines that the Pupil has committed an expellable offense. Pending the expulsion hearing, the school will ensure that the students and their families receive classroom materials and current assignments to be completed at home during the term of the suspension. The teacher will grade all work and feedback will be provided in a timely manner.

The Expulsion Panel will conduct the expulsion hearing. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

A notification for an expulsion hearing will be sent to the parents within ten (10) days. The notification shall have a date, time, and place for a closed-meeting session of the Board. During this meeting, the student may bring counsel, witness and evidence on his/her behalf, and also may cross-examine other witnesses and examine other evidence submitted in support of the allegations. Parents/Guardians have five (5) days to provide a reply of attendance to the meeting.
and a request, if applicable, for a public meeting. Attendance is highly recommended but not mandated.

An expulsion determination from the Expulsion Panel shall be sent to the parents/guardians within five (5) days of the determination date.

**Written Notice to Expel**

The **Head of School (K-8 or 9-12)** or designee following a decision of the Expulsion Panel to expel shall send written notice of the decision to expel, including the Panel’s adopted findings of fact, to the student or parent/guardian within five (5) school days. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.
- The expulsion appeals process.
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Larchmont Charter School
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion

**Expulsion Appeal Rights & Timeline**

Parents may appeal the expulsion decision of the Expulsion Panel by making a written request and submitting it to the Board within 5 school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within ten (10) school days) at which time the parent(s) must attend to present their appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent and information from the original expulsion hearing. The Board’s decision, regarding the expulsion, will be final.

**Readmission Criteria & Procedures for Rehabilitation, Readmission, and Interim Placement**

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

LCS’ procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission is:
• Families are asked to submit a written document requesting readmission.
• Other than the written request, the student needs to re-enter the lottery process via online waitlist application.
• Should the student be awarded a conditional seat, documentation of good standing from the previous school must be presented before guaranteeing the enrollment seat.
• A review committee will convene to review the rehabilitation plan as well as the documentation of good standing.
• Response to the written request for readmission will be provided to the family within 10 days from the date the review committee convened.
• Upon completion of the readmission process, LCS will readmit the pupil, unless LCS makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety.

A description of this procedure will be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered.

**Educational Alternatives for Pupils who are Expelled**

If there is a decision to expel, Larchmont Charter School has a responsibility to assist the parent with process and information that facilitates finding an alternative placement. LCS students who are expelled from LCS can apply to enroll in their home school. They can also enroll at any other public charter schools. Private schools are also an alternative. However, an expelled LCS student may not enroll at LCS.

**Disciplinary Records**

Larchmont Charter School shall maintain outcome data for all students including:
• Suspensions
• Expulsions & Expulsion Placements
• Reinstatements
• Out of District Expellees
• Opportunity Transfers

Records of all student suspensions and expulsions will be maintained at Larchmont Charter School. Such records shall be made available to the District upon request.

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.
Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Charter School shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- Pupil’s last known address
- A copy of the cumulative record
- Transcript of grades or report card
- Health information
- Documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the charter school’s policies and procedures were followed
- Student’s current educational placement
- Copy of parental notice of expulsion
- Copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
- If the student is eligible for special education, the charter school must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for section 504 accommodations, the charter school must provide evidence that it convened a link determination meeting to address two questions:
  - Was the misconduct caused by, or directly and substantially related to the students disability:
  - Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.
Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

Reinstatement

The Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Special Education Students

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual.

Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- Was the misconduct caused by, or directly and substantially related to the student’s disability?
- Was the misconduct a direct result of the Charter School’s failure to implement 504?
**Gun Free Schools Act**

The Charter School shall comply with the federal Gun Free Schools Act.
Element 11: Retirement Programs

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

Benefits

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law. Certificated employees participate in the State Teachers’ Retirement System (STRS) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems. LCS does not participate in PERS.

LCS works directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and LCS are forwarded to the appropriate agency (STRS, Social Security Administration, etc.) as required.

The Board of Directors approves the final compensation and benefits plans for all staff at LCS as part of the annual budget process. Benefits may include, among other offerings, health, vision and dental coverage for employees and their families, and the school will pay competitive salaries for all positions.

Oversight Of Benefits

LCS has contracted with edtec to handle our payroll and accounting services. The Executive Director is responsible for ensuring appropriate arrangements for coverage have been made. The Director of Human Capital manages the benefits program for all LCS employees.

Employee Policies

Employee Policies relating to the terms and conditions of employment are included in Element 13. The current Employee Handbook is attached.

The LCS Employee Handbook outlines the at-will employment terms and the internal complaint review process. All Larchmont Charter School employee terms are at-will; either the School or the employee may terminate the employment relationship at any time, for any reason, with or without cause, and with or without advance notice. The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. If complaints cannot be resolved informally, employees may file a written complaint with the Executive Director or Board Chair as soon as possible after the events that give rise to the employee’s work-related concerns. An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint. The School will attempt to treat all internal complaints and their investigation as confidential, recognizing,
however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate. Upon completion of the investigation, the Executive Director shall report the finding(s) to the employee in writing.
Element 12: Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

No student is required to attend Larchmont Charter School. Students living within the attendance area of LAUSD who do not desire to attend the charter school will possess the same alternatives as those offered to other students currently residing within the district.

Parents will be notified of their public school attendance options via all the normal ways the district informs all parents of their public school attendance options.

District Required Language

Pupils who choose not to attend Larchmont Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.
Element 13: **Rights of District Employees**

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

District Required Language

The staff and governing board members of Larchmont Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Larchmont Charter School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Larchmont Charter School shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

   To Charter School:   Larchmont Charter School  
   c/o Executive Director  
   444 N. Larchmont Boulevard, Suite 207  
   Los Angeles, CA 90004

   To Director of Charter Schools:   Charter Schools Division  
   Los Angeles Unified School District  
   333 South Beaudry Avenue, 20th Floor  
   Los Angeles, California 90017

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following
personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15: **Exclusive Public School Employer**

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b) (5) (O)

**District Required Language**

Larchmont Schools is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).
Element 16: Charter School Closure

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

District Required Language

Revocation

The District may revoke the Charter if Larchmont Charter School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Larchmont Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Larchmont Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Larchmont Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Larchmont Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Larchmont Charter School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Larchmont Charter School in writing of the specific violation, and give the Larchmont Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action

The decision to close Larchmont Charter School either by the Larchmont Charter School governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures
outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.

**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. **Parents or guardians of students.** Written notification to parents/guardians/caregivers of the enrolled students of the Larchmont Charter School will be issued by Larchmont Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. **The authorizing entity**

3. **The county office of education.** Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Larchmont Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the Charter Schools Division.

4. **The special education local plan area in which the school participates.** Written notification to the Special Education Local Planning Area (SELP A) in which the Charter School participates of the Closure Action shall be made by the Larchmont Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the Charter Schools Division.

5. **The retirement systems in which the school’s employees participate.** The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the Charter Schools Division.

6. **The CDE.** Written notification to the California Department of Education of the Closure Action shall be made by the Larchmont Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the Charter Schools Division.

7. **Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority.** Notification of all the parties above must include at least the following:
• The effective date of the closure

• The name(s) of and contact information for the person(s) handling inquiries regarding the closure

• The students’ school districts of residence

• How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.

3. Information on student completion of college entrance requirements for all high school students affected by the closure

4. The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

Larchmont Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original
student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Larchmont Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the Larchmont Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Larchmont Charter School will be the responsibility of the Larchmont Charter School and not LAUSD. Larchmont Charter School understands and acknowledges that Larchmont Charter School will cover the outstanding debts or liabilities of Larchmont Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Larchmont Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Larchmont Charter School participates, and other categorical funds will be returned to the source of funds.

Larchmont Charter School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.
Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
4. Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.
5. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
6. A copy of the corporation’s bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Larchmont Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Larchmont Charter School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
3. Make final federal tax payments (employee taxes, etc.)
4. File the final withholding tax return (Treasury Form 165).
5. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end [Charter School’s] right to operate as a Charter School or cause Larchmont Charter School to cease operation. Larchmont Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Facilities

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools that LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations that may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  - (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
• Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).
Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
### Appendix 1 – Surrounding Schools

<table>
<thead>
<tr>
<th>Larchmont Schools</th>
<th># of Students (2011/12)</th>
<th>Multi-Track School</th>
<th>Program Improvement (2012/13)</th>
<th>Met Schoolwide Growth Targets?</th>
<th>Met Subgroup Growth Targets?</th>
<th>API</th>
<th>State Rank</th>
<th>Similar Schools Rank</th>
<th>% FRL</th>
<th>% SPED</th>
<th>% ELL</th>
<th>% Major Ethnicity</th>
</tr>
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<tbody>
<tr>
<td>Larchmont Charter</td>
<td>606</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>923</td>
<td>10</td>
<td>10</td>
<td>42%</td>
<td>9%</td>
<td>15%</td>
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<td>Larchmont Charter - West Hollywood</td>
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<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>925</td>
<td>10</td>
<td>n/a</td>
<td>30%</td>
<td>8%</td>
<td>3%</td>
<td>White Hispanic Asian</td>
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<table>
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<th>Program Improvement (2012/13)</th>
<th>Met Schoolwide Growth Targets?</th>
<th>Met Subgroup Growth Targets?</th>
<th>API</th>
<th>State Rank</th>
<th>Similar Schools Rank</th>
<th>% FRL</th>
<th>% SPED</th>
<th>% ELL</th>
<th>% Major Ethnicity</th>
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<tr>
<td>Carthay Center ES</td>
<td>376</td>
<td>N</td>
<td>Y (PI 3)</td>
<td>Y</td>
<td>Y</td>
<td>816</td>
<td>4</td>
<td>5</td>
<td>65%</td>
<td>9%</td>
<td>23%</td>
<td>Afr Am Hispanic White</td>
</tr>
<tr>
<td>Gardner ES</td>
<td>438</td>
<td>N</td>
<td>Y (PI 1)</td>
<td>Y</td>
<td>N</td>
<td>870</td>
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<td>8</td>
<td>58%</td>
<td>8%</td>
<td>46%</td>
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<tr>
<td>Grant ES</td>
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<td>Y (PI 4)</td>
<td>Y</td>
<td>Y</td>
<td>781</td>
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<td>11%</td>
<td>50%</td>
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<td>Y</td>
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<td>1</td>
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<td>27%</td>
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<td>Y</td>
<td>845</td>
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<td>97%</td>
<td>8%</td>
<td>67%</td>
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<td>71%</td>
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Doc# 289598
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<th>PI</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
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<th>White</th>
<th>Asian</th>
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<td>Y</td>
<td>881</td>
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<td>9</td>
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<td>23%</td>
<td></td>
<td></td>
<td>47%</td>
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<td>39%</td>
<td>29%</td>
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<td>Y</td>
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<td>Y</td>
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<td>Y</td>
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<td>85%</td>
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<td>4</td>
<td>99%</td>
<td>10%</td>
<td>54%</td>
<td></td>
<td></td>
<td>94%</td>
<td>1%</td>
<td>1%</td>
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<td>Met Subgroup Growth Targets?</td>
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<td>Similar Schools Rank</td>
<td>% FRL</td>
<td>% SPED</td>
<td>% ELL</td>
<td>% Major Ethnicity</td>
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<td>31%</td>
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<td>Y</td>
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<td>3</td>
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<td>49%</td>
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<th># of Students (2011/12)</th>
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<th>Program Improvement (2012/13)</th>
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<th>Met Subgroup Growth Targets?</th>
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<th>% SPED</th>
<th>% ELL</th>
<th>% Major Ethnicity</th>
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<td>Citizens of the World</td>
<td>180</td>
<td>N</td>
<td>N</td>
<td>--</td>
<td>--</td>
<td>916</td>
<td>--</td>
<td>--</td>
<td>41%</td>
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<td>N</td>
<td>Y</td>
<td>846</td>
<td>7</td>
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<td>5%</td>
<td>White Hispanic Two or More 56% 28% 7%</td>
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<td>N</td>
<td>740</td>
<td>7</td>
<td>9</td>
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<td>9%</td>
<td>11%</td>
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<td>N</td>
<td>743</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>11%</td>
<td>72%</td>
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<td>Y</td>
<td>641</td>
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<td>1</td>
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<td>77%</td>
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<td>N</td>
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<td>802</td>
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<td>10</td>
<td>98%</td>
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<td>57%</td>
<td>Hispanic Filipino Asian 97% 1% 1%</td>
</tr>
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</table>
## Appendix 2 – Academic Calendar

### Larchmont Charter School

#### Calendar for School Year 2013-2014

| Month/Day | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | Regular Days | Shortened Days | Staff Development Days | Total Instructional Days | Total Work Days |
| **AUG**  |   |   |   |   |   | 1 | 2 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 |   | 0 | 0 | 8 | 0 | 8 |
| **SEP**  | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 |   |   | 19 | 0 | 0 | 19 | 19 |
| **OCT**  | 1 | 2 | 3 | 4 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 |   |   | 23 | 0 | 0 | 23 | 23 |
| **NOV**  | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 29 |   |   | 16 | 0 | 2 | 16 | 18 |
| **DEC**  | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 |   | 10 | 5 | 0 | 15 | 15 |
| **JAN**  | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 31 |   | 19 | 0 | 0 | 19 | 19 |
| **FEB**  | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 |   | 18 | 0 | 1 | 18 | 19 |
| **MAR**  | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | 31 |   | 10 | 5 | 0 | 15 | 15 |
| **APR**  | 1 | 2 | 3 | 4 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 |   | 18 | 0 | 0 | 18 | 18 |
# Larchmont Charter School
## Calendar for School Year 2013-2014

| Month/Day | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | Regular Days | Shortened Days | Staff Development Days | Total Instructional Days | Total Work Days |
| MAY       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 20 | 0 | 1 | 20 | 21 |
|           | X | X | X | X | X | X | X | X | SD | X | X | X | X | X | X | X | X | X | H | X | X | X | X |   |   |   |   |   |
| JUN       | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 |   |   |   |   |   |
|           | X | X | X | X | X | X | X | X | X | S | SD | SD |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| TOTAL DAYS: | 164 | 11 | 14 | 175 | 189 |

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<th>Regular Day</th>
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<th>Holiday</th>
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<th>Staff Development Day</th>
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</thead>
<tbody>
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<td>SD</td>
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</table>

### Holidays/Non-School Days

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosh Hashanah</td>
<td>Sep 4th</td>
<td>MLK Day</td>
<td>Jan 20th</td>
</tr>
<tr>
<td>Veterans Day</td>
<td>Nov 11th</td>
<td>Presidents Day</td>
<td>Feb 17th</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Nov 21st - 22nd</td>
<td>Spring Break</td>
<td>Mar 24th - Apr 4th</td>
</tr>
</tbody>
</table>
Appendix 3 – Assessment Plan & Standards Maps