



Larchmont Charter School

2015 - 2020 Charter School Petition

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

SUBMITTED ON
September 26, 2014

Larchmont Charter School
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Assurances and Affirmations

Larchmont Charter School (also referred to herein as “Larchmont,” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not charge tuition. Ed. Code § 47605(d)(1).
- Not discriminate against any pupil 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. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves the charter school without graduating 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. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

Note: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL is highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

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)(i).

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b)(5)(A)(ii).

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” Ed. Code § 47605(b)(5)(A)(iii).

1. General Information

• The contact person for Charter School is:	Amy Held
• The contact address for Charter School is:	444 N. Larchmont Blvd, #207 Los Angeles, CA 90004
• The contact phone number for Charter School is:	(323) 380-7893
• The proposed address or target community of Charter School is:	Larchmont Charter School at Hollygrove, 815 N. El Centro Ave., Los Angeles, CA 90038 *see p.22 for description of much broader target area
• This location is in LAUSD Board District:	4 - Fairfax, Selma, Hollygrove 2 – Lafayette Park Place
• This location is in LAUSD Educational Service Center:	East & West
• The grade configuration of Charter School is:	K-12
• The number of students in the first year will be:	1683
• The grade level(s) of the students in the first year will be:	K-12
• The scheduled opening date of Charter School is:	August, 2015 (original opening Sept 2005)
• The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	1841
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional / single track
• The bell schedule ¹ for Charter School will be:	TK-3: 8:30am to 3:00/3:10pm 4-5: 8:30am to 3:10/3:20pm 6-8: 8:30am to 3:20/3:40pm 9-12: 8:30am to 3:50pm
• The term of this charter shall be from:	July 1, 2015 to June 30, 2020

¹ Dismissal times vary by campus and grade level.

Community Need for Charter School

Larchmont Charter School (“Larchmont,” “LCS,” or “Charter School”), a grades K-12 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.



Larchmont Charter School grew out of a dream of a group of dedicated parents, opening in September 2005 as a K-2nd grade elementary school with 120 students. Inspired by the success of Larchmont Charter, a second group of parents advocated to open a sister school. The result was Larchmont Charter School–West Hollywood (LCW), a separate K-8 charter school, which opened its doors in September of 2008.

With Larchmont’s expansion, the dream grew. The community now wanted to offer every Larchmont student a path from kindergarten through 12th grade. Larchmont Charter School amended its charter to include a high school, and in 2011 the LAUSD Board of Education approved the petition. But Larchmont Charter School–West Hollywood continued to operate as a separate entity, and our LCW students were limited to a K-8 program. To remedy this problem, the Larchmont Charter School Board submitted a Request for Material Revision in the spring of 2013, in an effort to merge Larchmont Charter–West Hollywood and Larchmont Charter into one Larchmont Charter School.

On April 16, 2013, the LAUSD Board of Education approved the material revision to the Larchmont Charter School charter petition. Today, Larchmont Charter Schools operates a continuous K-12 program. The first senior class will graduate at the end of the 2015-2016 school year. The following four campuses currently serve our 1,430 students:

- Larchmont Charter School at Fairfax (TK-3)
- Larchmont Charter School at Selma (4-8) (This site has been provided based on Proposition 39 agreement and is subject to a yearly application process.)
- Larchmont Charter School at Hollygrove (K-5)
- Larchmont Charter School at La Fayette Park Place (6-8 and 9-11)

2. School Performance

Academic Performance Data and Other Absolute Comparative Performance Indicators

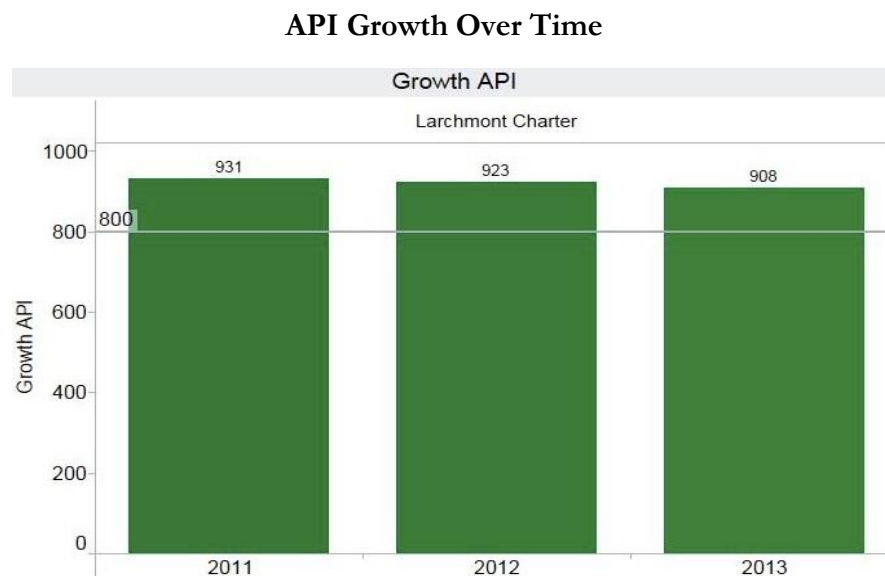
In the last four years of the current charter term, Larchmont Charter School has demonstrated consistently high academic achievement evidencing that it has and will continue to meet the needs of

the community it serves. Larchmont Charter provides a compelling option for families seeking quality schools in the Los Angeles community by providing a constructivist, inquiry-based educational program, high degree of parent engagement, and student population that mirrors our broader community.

According to California law, charter schools must meet at least one of four minimum criteria prior to receiving a charter renewal. Based on its record of performance, Larchmont Charter School exceeds this standard for renewal under the California Education Code section 47607(b):

Criterion 1: Larchmont Charter School attained its Academic Performance Index (API) growth target in two of the last three years, both schoolwide and for all groups of pupils served by Larchmont Charter School.

Larchmont Charter School, in its tenth year of operation, achieved an API of 931 in 2011, 121 points higher, on average, than our local comparison schools noted in the Section 3: *Surrounding Schools Demographic and Performance Data* chart. While Larchmont lost API points in 2012 and 2013, its three-year average weighted API of 920 exceeds the average API for 23 of the 24 surrounding schools.



Source: cde.ca.gov/dataquest.

Criterion 2: Larchmont Charter School ranked in deciles 4 to 10, inclusive, on the API in the prior year and in two of the last three years.

In the three most recent years available, Larchmont Charter School has achieved the highest possible similar schools decile rank of “10.”

	State Rank	Similar Schools Rank
2013	9	10
2012	10	10

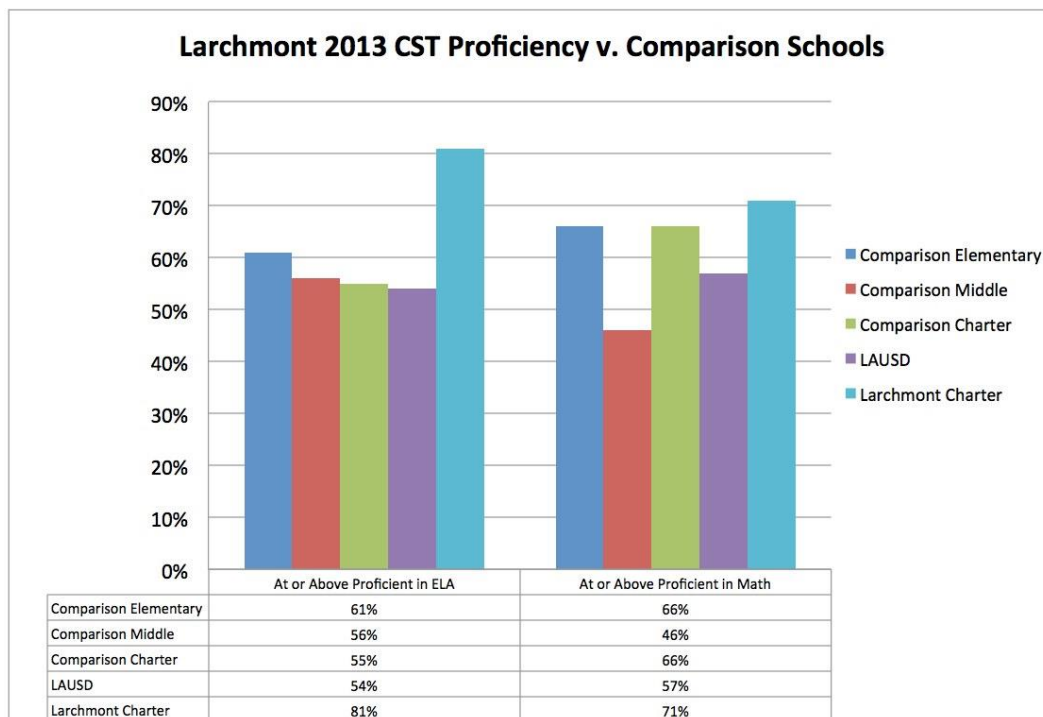
2011	9	10
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Source: cde.ca.gov/dataquest.

Criterion 3: Larchmont Charter School ranked in deciles 4 to 10, inclusive, on the API for demographically comparable schools in the prior year and in two of the last three years. Larchmont achieved a 2013 similar schools rank of “10,” the most recent year ranking is available; the 2012 ranking was a “10” and 2011 ranking was a “10.”

Criterion 4: Larchmont Charter School’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As demonstrated by the following chart, Larchmont’s ELA and Math proficiency as measured by the 2013 CST is far higher than surrounding comparison schools:



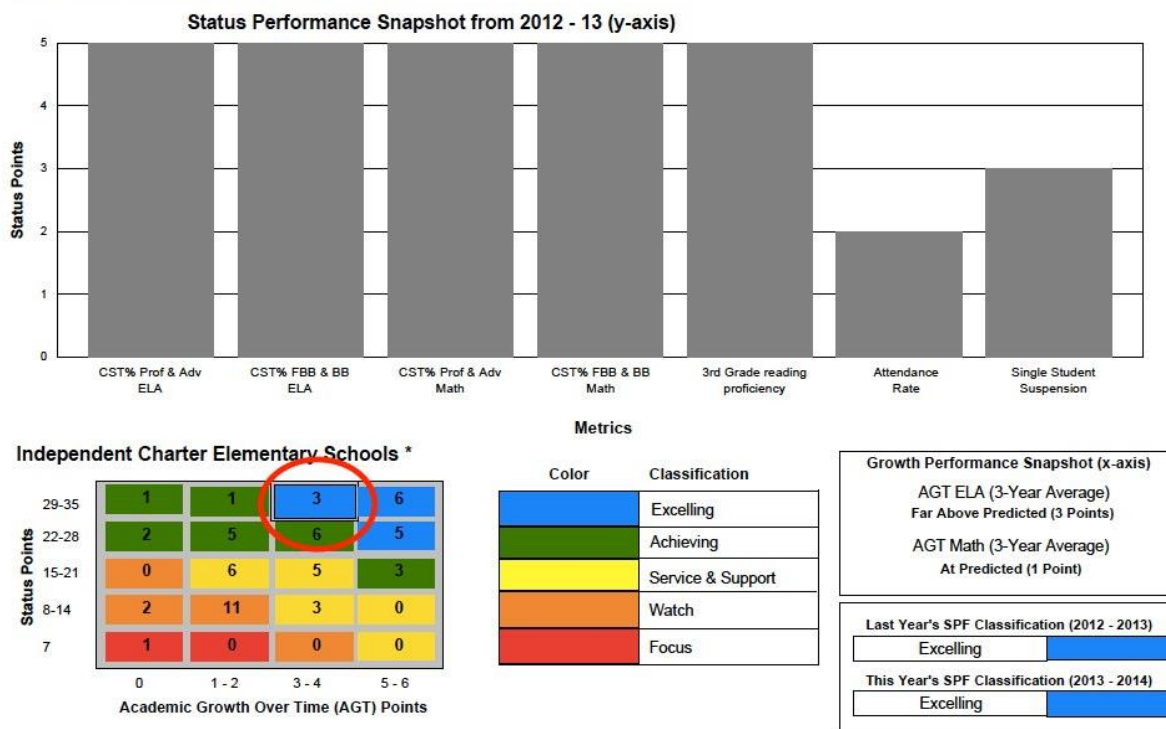
Source: cde.ca.gov/dataquest

As detailed in the LAUSD Academic Growth over Time (AGT) report for Larchmont Charter School, AGT results measure the impact of the school on the academic growth of students for California Standards Tests (CST) tested subjects. AGT is a statistical method used to identify the individual impact of an entire school on student learning. Through a complex algorithm, the AGT predicts student learning results controlling for factors such as free or reduced price lunch status, special education status, etc. and an average of similar students across LAUSD. Then, the report

measures students' actual results to the predicted results, with a value-added AGT for individual teachers and schools.²

School Performance Framework

LARCHMONT CHARTER SCHOOL (ESC W)



* The number in each box represents the total number of Independent Charter Elementary Schools that fall within that performance tier. The highlighted box represents LARCHMONT CHARTER SCHOOL's performance tier.

Based on our students' high achievement, in 2012-2013 Larchmont Charter School earned the top-tier ranking of "Excelling" on LAUSD's School Performance Framework (SPF) for the elementary grades. The Larchmont Academic Growth over Time (AGT) over a three-year period was "Far Above Predicted" for English Language Arts (ELA) and "At Predicted" growth in Math. In other words, Larchmont Charter School elementary student performance far exceeded the District's predicted growth in ELA among independent charter elementary schools from 2010 through 2013.

Out of the 15 comparison elementary schools in the two-mile radius surrounding the Larchmont schools:

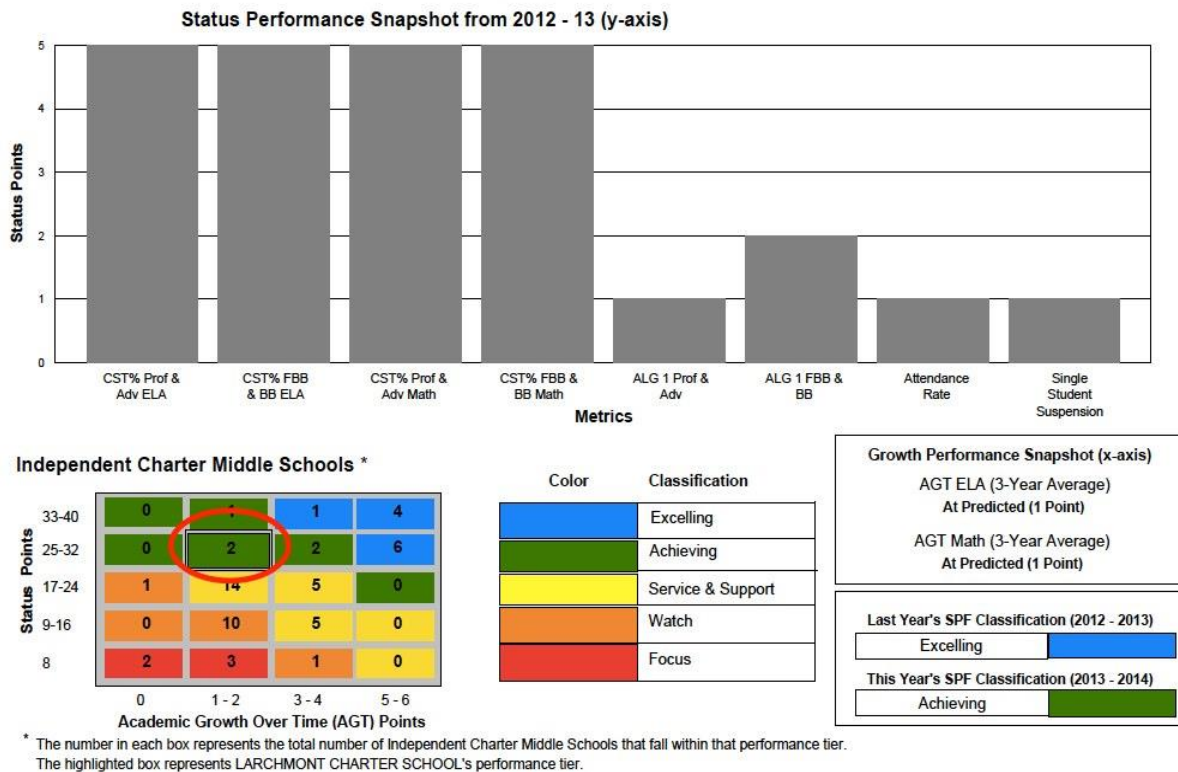
- 0 schools are rated "Excelling;"
- 8 schools are "Achieving;"
- 3 schools are in "Service and Support;" and
- 4 schools are "Watch" schools.³

² Source: [LAUSD Academic Growth over Time Portal](#).

³ See Section 3, *Surrounding Schools Demographic and Performance Data*.

School Performance Framework

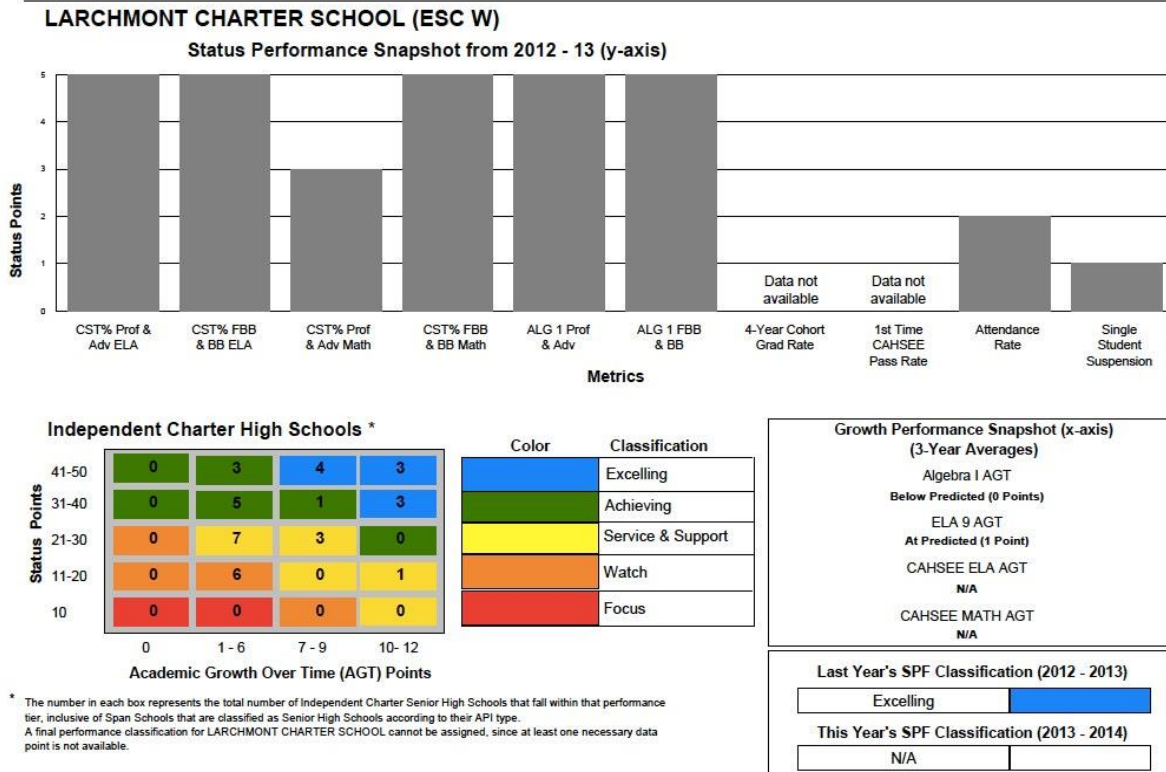
LARCHMONT CHARTER SCHOOL (ESC W)



The most recent School Performance Framework for middle grades shows Larchmont Charter School earned “Achieving” status amongst LAUSD Independent Charter Middle Schools, and our middle grades AGT over a three-year period was “At Predicted” in both ELA and Math. As demonstrated from the report above, Larchmont’s middle grades students are performing at the top tier in terms of CST ELA and Math achievement, earning the greatest number of Status Points possible in these tested subjects. Algebra 1 scores, Attendance Rates, and Suspensions earned far fewer Status Points. We have addressed these areas in a variety of ways, many of which are detailed in *Section 2: School Performance* of this petition. We expect to see Larchmont middle grades earn more Status Points in future School Performance Frameworks.

Of the three surrounding middle schools in the two-mile radius surrounding the Larchmont schools: no schools are rated “Excelling,” one school is “Achieving,” one school is in “Service and Support,” and one school is a “Watch” school.

School Performance Framework



The SPF for Larchmont Charter School's high school grades was not assigned, since CAHSEE and graduation rates were not yet available. The three-year average AGT for ELA was "At Predicted" and Algebra I was "Below Predicted." Of the three surrounding comparison high schools, two are "Service and Support" and one is a "Watch" school.

These results evidence that Larchmont has not only shown high achievement in terms of student outcomes, but also strong growth, particularly in ELA and the elementary grades, that significantly outpaces schools in the community. This synthesized analysis therefore points to the fact that Larchmont Charter School is offering a high quality education program when compared against the statewide, district-wide, and neighborhood benchmarks. The following reflection highlights our successes to date, transparently calls attention to our challenges, and discusses ways in which Larchmont Charter School aims to continuously improve in this next charter term.

Success of Innovative Features of the Educational Program

Larchmont Charter School provides 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. Nurturing our unique talents to be of service to each other and the larger world in which we live, students and adults alike embody the values of respect, integrity, compassion, and appreciation for differences of all kinds, grit, curiosity, problem solving, collaboration, and communication.

Three interrelated tenets have helped us achieve excellence and build an innovative educational program:

- **Diversity.** We strive to have a racially and socioeconomically diverse community of learners.
- **Academic excellence.** We strive to create an academically rigorous and challenging experience for each of our students every day.
- **Community engagement.** We strive to ensure that every member of our community has access to, and a voice in, the work we are doing to build our school.

These three tenets drive the work we do at every level and are the basis for the success of the innovative features of our educational program. Our K-12 grade span structure allows for teachers to vertically articulate the curriculum across the entire elementary, middle, and high school spectrum, resulting in a cohesive, personalized, rigorous learning experience for every student. At every grade level, interdisciplinary, standards-based lessons are organized around common thematic elements stemming from ecology and social justice, the study of social movements and work in the humanities.

We consider the following innovations to be the reasons for Larchmont's success:

Challenging, constructivist and inquiry-based curriculum that inspires independent thinking, imagination and a passion for learning: Our unique approach to translating constructivist theory into practice is our signature innovation. The Larchmont curriculum is progressive, interdisciplinary, and experience-based, and rooted in social justice and the humanities. Students build and deepen concepts through the use of concrete manipulatives and experiential learning, and our curricula draw on the work of John Dewey, Jean Piaget, Reggio Emilia, Jerome Bruner, and Lev Vygotsky. Larchmont students receive differentiated instruction in response to their varied interests and strengths, and teachers are provided time, resources, support, and autonomy to continually develop their pedagogical skills in a professional learning community; create, evaluate and refine curricula; and ensure that all students have every opportunity to achieve.

Our record of high achievement, described above, confirms that our approach has been successful. For example, in the last school year, elementary and middle teachers' lessons clearly integrated three or more academic areas, including English Language Arts, math, science, social studies, music, art, world languages, physical education, and/or the visual and performing arts into lessons throughout the year. High school students' 2014 CAHSEE passing rates soared at 98% in ELA and 96% in Math. This integration of rigorous educational expectations with a research-based constructivist curriculum has enabled our students to meet their full potential during the last charter term.

Commitment to diversity that mirrors our broader community: Larchmont's continuing goal is to give all students the opportunity to learn with and from a student population that mirrors our broader community, where students are more actively engaged, parents are more actively involved, and teachers have high expectations for student achievement. Research shows that socioeconomically disadvantaged students benefit from attending schools with this model of economic diversity. A recent study by Richard Kahlenberg demonstrated that low-income students

attending more affluent schools significantly outperform low-income students attending high-poverty schools with state-of-the-art educational interventions.⁴

Because of our commitment to serving a diverse community of students, Larchmont Charter School has undertaken efforts to increase its overall diversity. Larchmont continues to offer a weighted lottery priority for families that indicate that they qualify for the NSLP and the school uses this priority to create a 40% NSLP-eligible pool in the lottery based on approved practice as described in Element 8. We also conduct significant and varied outreach efforts (e.g. partnering with HeadStart programs, neighboring elementary schools, and middle schools), offer a variety of ways for families of all backgrounds to connect with the larger school community once they arrive at Larchmont. As a result of these efforts, nearly a third of the student population is considered socio-economically disadvantaged.

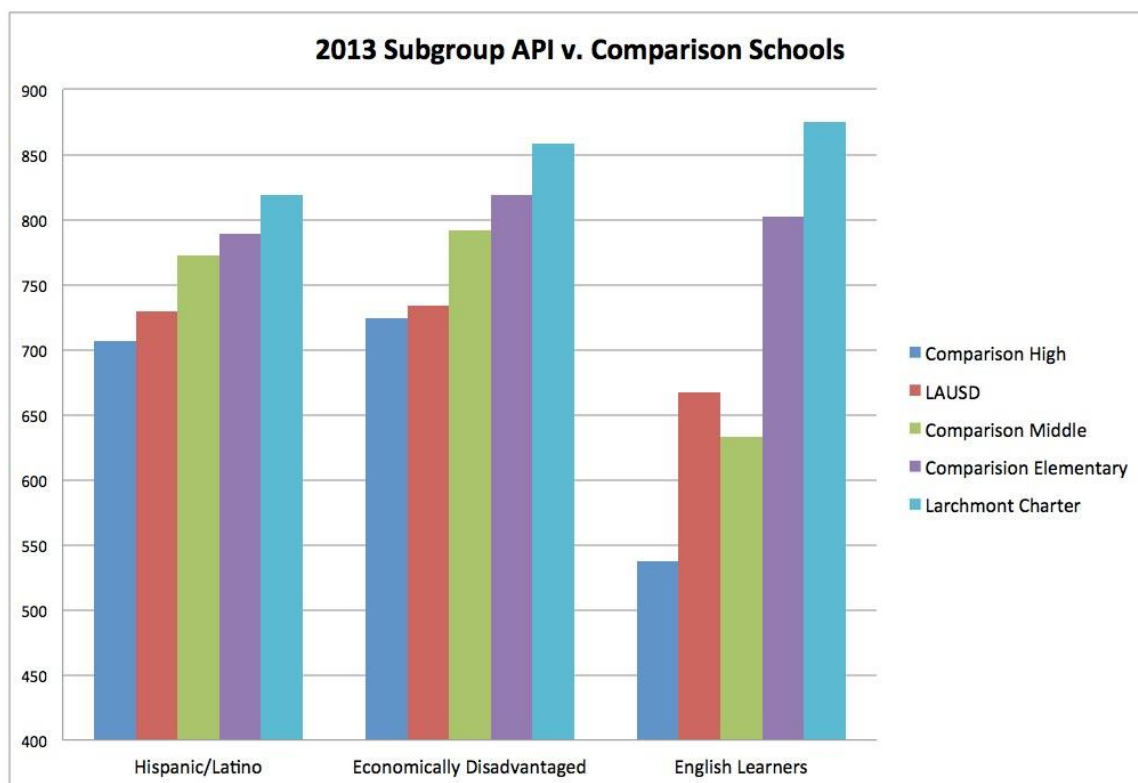
Larchmont is reflective of the surrounding community based on census data, and has even greater representations of Asian, African American, and mixed race students than are seen in Los Angeles as a whole, along with higher representations of students with lower socio-economic status (see Section 4: *Target Student Population*). Furthermore, 2013-14 data indicate that the school is continuing to become more and more racially and ethnically diverse every year (CDE DataQuest, 2013). The Larchmont Hispanic population has experienced a 17% increase in the last four years, and the school has seen significant increases in Korean students, increasing the percentage of English Learners (ELs) to 7.4%. We expect our diversity to continue to grow as we expand outreach efforts around our new campus in Lafayette Park.

Larchmont also serves a higher than average percentage of students who qualify for special education services and has seen a significant increase of those populations of students in the middle and high school grades where we have had open seats in recent years. In the 2013-2014 school year, 11% of our K-10 students qualified for special education services, including 21% of our high school students. Moreover, almost 43% of our students with IEPs have moderate/severe needs. The following chart, based on internal Welligent data, highlights the growth of students in the Larchmont Special Education program:

Year	2010-2011	2011-2012	2012-2013	2013-2014
Number of students	51	62	70	126
% of total enrollment	10%	10%	10%	11%
SLI	5	9	12	20
SLD	16	24	25	41
OHI	23	21	21	36
AUT	5	4	8	20
ID	0	0	0	1
DD	0	1	0	1
HH	0	1	1	1
ED	1	1	1	4
OI	1	1	2	2

⁴ Richard D. Kahlenberg, "Turnaround Schools and Charter Schools That Work: Moving Beyond Separate but Equal," in *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy*, ed. Richard D. Kahlenberg (New York: Century Foundation, 2012), 283-308.

Most importantly, Larchmont’s increasingly diverse community of learners is achieving at higher levels than nearly every one of the 24 surrounding comparison schools.⁵ All of Larchmont’s statistically significant subgroups are scoring above the statewide goal of 800 API points.



Source: cde.ca.gov/dataquest.

Focus on civic engagement, volunteerism, and community: The third innovative feature of our educational program is the emphasis we place on teaching our students that they are citizens of the world, whereby they take interest in and responsibility for their critical roles in the broader social fabric, as advocates for equal opportunity and the dignity of others. Our campuses are not isolated entities in our neighborhoods, but instead are an integral part of the broader community. For instance, through our students’ Signature Projects and Junior/Senior Seminars, students participate in student-created service learning experiences every year from K-12, and connect their experiences back to the curriculum across academic areas. Students in K-8 engage in hands-on activities based in ecological sciences: life science, earth science, botany, zoology or supporting eco-literacy concepts of systems thinking and interconnectivity. In high school, these efforts are expanded to include a focus on exploring issues of social justice and community movements through work in the humanities: writing, performance art, research, and project design. This work culminates in the Junior Research Seminar and Senior Hallmark Project, which include a community action/service component. In all cases, the certificated teacher approves and coordinates all service projects taking place outside of the school day. Standard permission slips and liability waivers that explain the nature of the project and provide information about the community non profit organization are

⁵ The chart above entitled “2013 Subgroup API v. Comparison Schools” averages available statistically significant API subgroup data across the 24 comparison schools listed in the chart in Section 3: *Surrounding Schools Demographic and Performance Data*.

utilized for off site service. Larchmont Charter School has successfully brought the community into our school and engaged our students in the community around them, thereby helping our students make relevant connections between themselves, their families, the city at large and communities beyond their city borders.

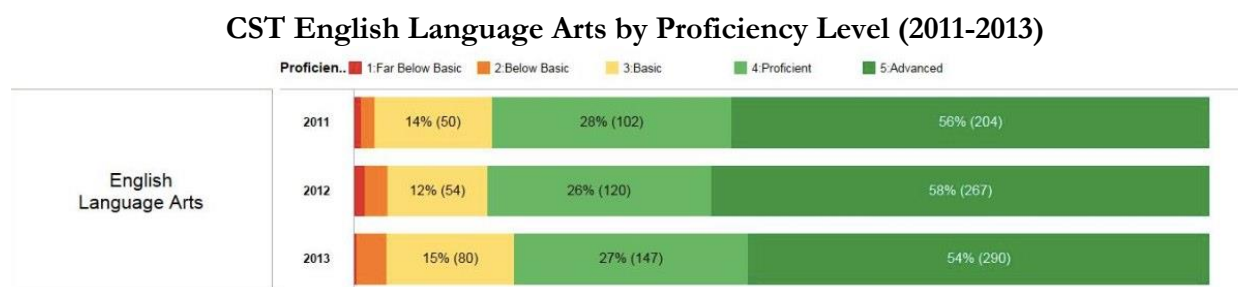
Dedication to family involvement and socio-emotional development: Larchmont Charter School nurtures a community that includes families, teachers, staff and other community members who are active participants in the education and social and emotional development of our students. Our family participation rates are high, and with strong parent support, we creatively utilize our limited resources and funds to offer a rich and varied educational program. We consider our families' active participation in the school community as an indicator of success. Regular meetings, town hall sessions and communications between school leaders and families are utilized not only to address specific issues, but also to gauge and ensure high levels of parent satisfaction. Students, parents, teachers and staff promote active communication between the school and the students' homes, and providing meaningful family education programs. Our focus on the socio-emotional development of our students ensures that they learn to communicate effectively, seek to understand, share and care, take responsibility and persevere.

Success of the Educational Program in Meeting the Specific Needs of Its Student Population

Instructional Model Based on Constructivism and Interdisciplinary Connections: We attribute our students' growth and achievement to our constructivist and integrated instructional strategies, practices, and organizational structures. Our print- and language-rich environment, focus on spoken word and oral expression, infusion of world languages, as well as clustering grade level structures and looping in the elementary grades (see Section 3, *Innovative Curricular Components of the Educational Program*) build continuous opportunities for student learning across the curriculum. In social studies, high school students, for example, examine eras in world history through an inquiry-based and interdisciplinary approach to understand the development of events and interactions among the world's people and cultures today.

Reflecting on our students' high achievement, we attribute their success to our instructional model, and strongly believe it meets the needs of our diverse student population.

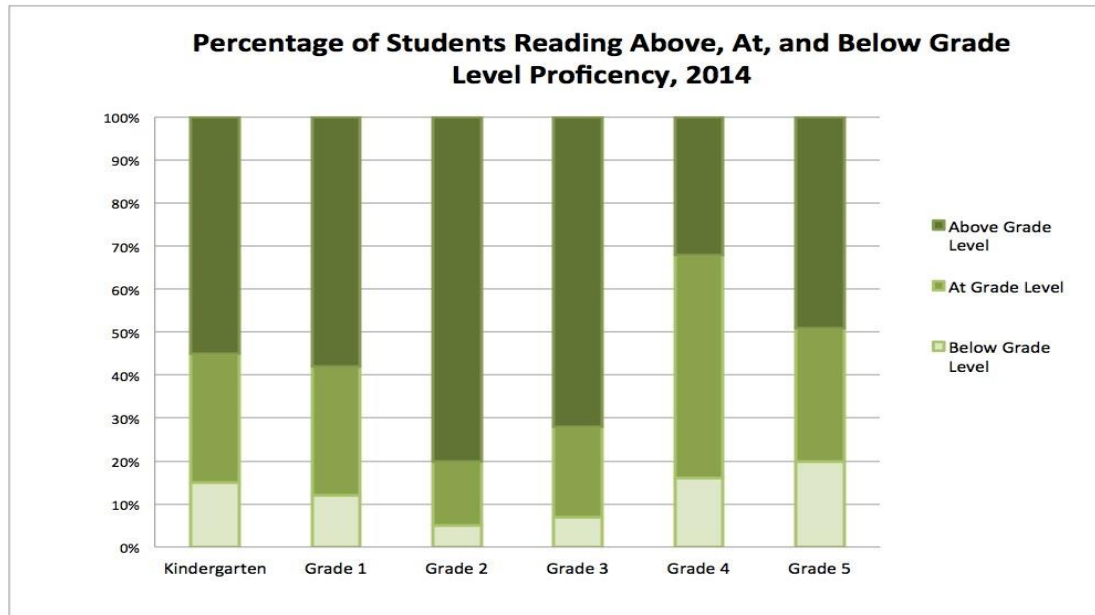
The following results demonstrate a few examples of the impact the Larchmont educational program has on student achievement:



Source: cde.ca.gov/dataquest.

Our students' CST scores in English Language Arts are consistently high in the last four years. Eighty-four percent of students scored proficient or advanced in 2011, 84% in 2012, and 81% in

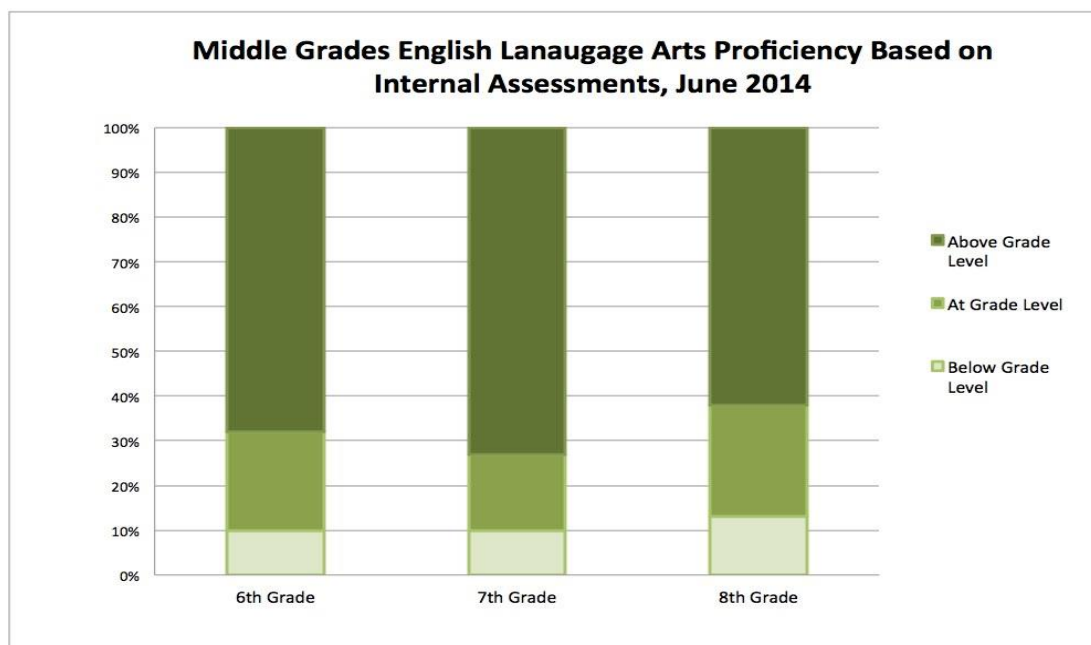
2013. Our students' rich and varied opportunities to engage in real-world, multi-disciplinary, and deeply integrated learning have contributed to this strong track record. As demonstrated by the following chart, a majority of students at almost every elementary grade level are reading above grade level, as measured by the *Fountas and Pinnell Benchmark Reading Assessment System*, a valid and reliable measure for assessing students' reading levels.⁶



Source: 2014 *Fountas and Pinnell Benchmark Reading Assessment System* data.

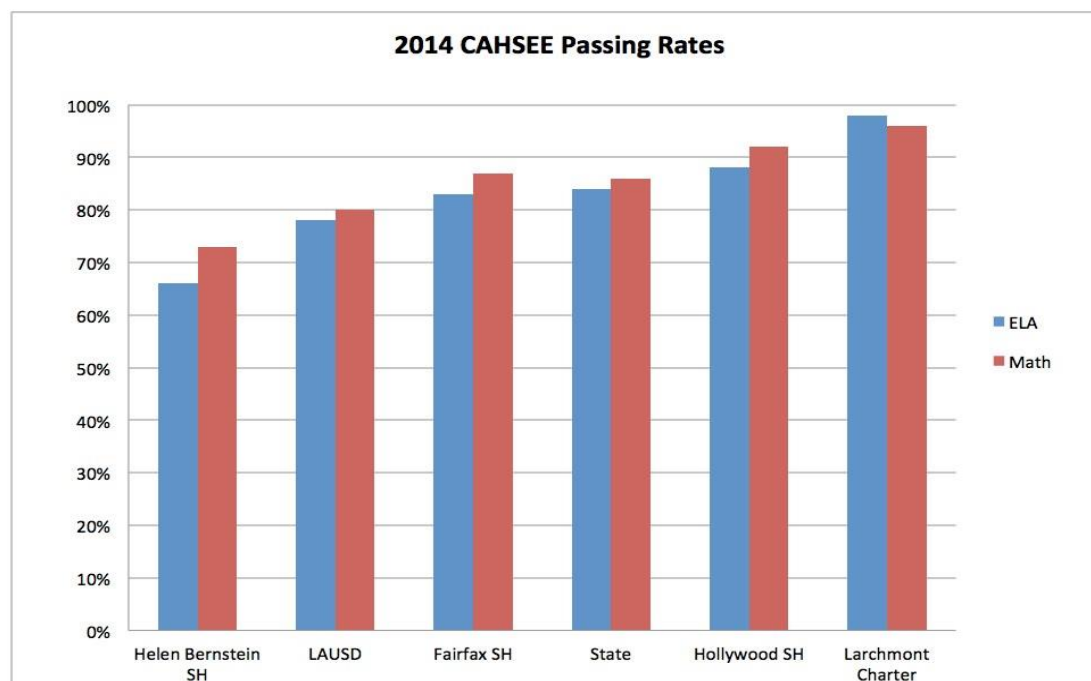
June 2014 middle grades standards-based internal assessment data in English Language Arts indicates that Larchmont students continue to perform at or above grade level, on average:

⁶ Resnick, L. B., & Hampton, S. (2009). *Reading and writing grade by grade*. Newark, DE: International Reading Association.



Source: 2014 *Fountas and Pinnell Benchmark Reading Assessment System* data.

In addition, our first class of high school students passed the 2014 California Assessment of High School Exit Examination (CAHSEE) at extraordinarily high levels. Ninety-eight percent of students passed the CAHSEE in ELA and 96% in Math, compared to rates as low as 65% and 73%, respectively at surrounding comparison schools.



This data supports the fact that the Larchmont educational program provides an avenue for sharing, processing, and understanding information that leads to high achievement.

Differentiated Support for Diverse Populations of Students: In Larchmont’s socio-economically integrated learning environment, we recognize that we must adapt instructional practices to the unique styles of different learners. The Larchmont educational program includes a variety of structures and practices that provide instruction that is geared toward students’ particular needs, level, pacing and approach. Our interdisciplinary approach to all instruction allows for all learners, including English Learners (ELs), to develop language and vocabulary in a meaningful, authentic setting. In our time serving our ELs in particular, we see that our constructivist approach individualizes instruction for ELs, thus ensuring a subgroup API of 875, over 70 points higher than surrounding comparison elementary schools. Our EL students also reclassify at high rates (refer to Section 27: *English Learners*), as demonstrated by the following chart:

	2011-2012		2012-2013		2013-2014	
	% ELL	Reclass Rate	% ELL	Reclass Rate	% ELL	Reclass Rate
LCS	3%	0%	5%	37%	7%	15%
LAUSD	27%	253%	26%	14%	27%	14%
CA	22%	16%	22%	12%	23%	12%

Source: cde.ca.gov/dataquest.

Larchmont offers mixed-age and varied approaches that appeal to different kinds of thinkers and learners during the instructional day, and at the middle school level, our Accelerated Math program (for students performing above grade level), and our Math Workshop (for students performing below grade level) offer additional opportunities to accelerate or intervene. High school students have daily opportunities to receive individualized support, including credit recovery opportunities, during Club/Conference time, when students attend faculty office hours and tutorials, providing students an opportunity to make decisions about how to engage their interests and take charge of their own learning. Our goal with Club/Conference time is to create a setting similar to college in which students must access and utilize the variety of academic supports available to them (see Section 12: *Intervention and Enrichment Programs*).

Board Commitment to Monitoring Student Achievement: The Larchmont Charter School Board of Directors’ Academic Excellence Committee has institutionalized several practices that drive data-based decision-making across all levels of the organization. These practices have been particularly innovative in light of the absence of standardized testing data in the transition from the California State Test (CST) to the California Assessment of Student Performance and Progress (CAASPP) assessment system. Each quarter or trimester, the Academic Excellence Committee of the Board meets with the Executive Director and Heads of School, along with other stakeholders, to review the achievement data summarized in the Academic Performance Dashboard. This tool includes internal Reading and Math (K-5), ELA, Math, History, Science and Spanish (6-8) and ELA, Math, History, Science, Spanish, PE and Academic Electives (9-12), and other data, disaggregated by grade level, subgroup and performance band, and tracks student performance across school-wide targets. The dashboard is reviewed in detail by the Board’s Academic Excellence Committee and is presented to the full Board in open session.

The Board monitors students’ progress towards defined periodic annual achievement targets, and, most importantly, school leaders report actions to be taken in response to the data trends.

Larchmont leaders made the following decisions as a result of data analysis discussions amongst the Academic Excellence Committee:

- The Head of School (K-8) expanded the Accelerated Math program from 4th-5th to 4th-8th, and Math Workshop for 6th-8th grade recently in response to data indicating a need for even more differentiated instruction. In addition, the Board supported the Head of School's decision to ensure continuity of math curriculum across the K-12 spectrum, which required focused professional development support and resources (e.g. dedicated math coordinator for K-5) for teaching both Everyday Math and College Preparatory Math.
- Teachers underwent a series of professional development sessions aimed at answering the question, "What do Larchmont high school students need to know and be able to do to be successful in 9th grade?" In response to this question, teachers in their departments, facilitated by Heads of School, developed a vertically articulated curriculum.
- The Head of School (9-12) also restructured the high school day after examining data with the Academic Excellence Committee. These groups added a Conference/Club period for high school students (described above), and most importantly, a restructured 8-block A/B rotational schedule, allowing students to go deeper with the content via inquiry-based learning while having access to more varied course offerings.

As a result of this ongoing practice, all decision makers have the tools and communication structures necessary to ensure Larchmont Charter School delivers on its promise to provide an exceptional public education to its diverse community of students.

Areas of Challenge and How They Will be Improved in the New Charter Term

Attracting a Socioeconomically Diverse Student Population: In an effort to further our mission, Larchmont plans to continue to increase the racial, ethnic, and socio-economic diversity of its student body, starting in kindergarten. We will continue our policy of prioritizing students eligible to receive Free/Reduced-Price Lunch in our lottery to ensure that we are building a school community that represents the larger Los Angeles community. We also plan to continue to be deliberate in our outreach efforts, targeting underrepresented communities of Los Angeles so that we continue to increase the percentage of low-income and Hispanic students attending the school. Strategies include partnering with our Korean Families Association and Hispanic Families Association to support broad outreach, conduct orientation and outreach meetings, distribute promotional materials translated into Spanish and Korean, provide bilingual tours, advertise in local Spanish language formal and informal media, and reaching out to local Head Start Programs, local churches and community organizations, intensifying our efforts in the six weeks prior to the lottery.

Technology: Larchmont aims to develop 21st century learners who are self-directed, self-motivated and self-reliant in a socially complex, information-based society. To this end, we plan to expand the accessibility and use of technology throughout the K-12 program so that all students have access to computers and other technology, increasing our student-to-computer ratio (including laptops and tablets) to 2:1 by the end of this charter term and ensuring at all times that students have the necessary technology to test online as per new State test requirements. This strategy will ensure that students are not only prepared for success on the California Academic Assessment of Performance and Progress (CAASPP) but also are fluently and flexibly able to use technology and conduct effective research to sift through the staggering amount of information available and engage in collaborative conversations, sharing and reforming viewpoints, and innovating new approaches to

solving problems. With increased student access to computers and other technology, teachers will be more equipped to design specific curricular and instructional strategies that best engage students in inquiry-based learning.

Cultivating Talent: We anticipate that cultivating the talent and management capacity necessary to execute all organizational priorities to be a challenge in the coming charter term. Teacher and staff survey data, as well as anecdotal discussions, indicate that there is a need for increased capacity across multiple programs and student services, and teachers have expressed an interest in leadership and decision-making roles across campuses. For this reason, we intend to create and develop teacher leader roles to give teachers a voice in decisions that impact students (i.e. textbook or curriculum adoptions, schedule changes, professional development opportunities), enhance program growth, foster communication across campuses, and provide professional growth experiences for teachers and Deans. This action will include developing programmatic and departmental teacher leader roles and responsibilities in areas such as Athletics, Student Leadership, Performing Arts, and Science/Robotics at the high school level, as well as continuing to build capacity across the elementary and middle grades in order to enhance communication and collaboration with school administration. Finally, Larchmont aims to strengthen practices that empower the Deans at each of the campuses as they provide instructional support and feedback to K-12 teachers, thereby leveraging leadership capacity while building a leadership pipeline.

3. Surrounding Schools Demographic and Performance Data

Within a two-mile radius of Larchmont, there are 24 comparison schools, including 15 elementary (K-5), three serving middle grades (6-8), three high schools (9-12), and three charter schools serving grades K-5 and 9-12 (in addition to Larchmont). Out of these schools:

- Only 10 out of the 24 schools met their 2013 Subgroup Growth API Targets (none of the middle or high schools met this target, and only eight elementary and two charter);
- Only 13 out of the 24 schools achieved a 2013 API Statewide ranking of “6” or above – an additional three schools are in the lowest 20% of schools statewide with a ranking of “1” or “2”;
- Larchmont is the only school with an “Excelling” ranking on the District’s School Performance Framework.

Surrounding Schools Demographic and Performance Data														
Address: Larchmont Charter School at Hollygrove, 815 N. El Centro Ave., Los Angeles, CA 90038														
(*This is LCS' most central and largest continually operating site)														
LAUSD Schools	# of Student s2013	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	% Black	% Hispanic	% White	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-13 API 3 Year Average (Weighted)	2013 API State Rank	2013 API Similar Schools Rank	2013-14 SPF
Alexandria ES	405	100%	14%	71%	2%	88%	1%	744	Yes	Yes	737	2	4	Watch
Cahuenga ES	531	100%	10%	75%	53%	3%	40%	858	Yes	No	866	8	8	Achieving
Cheremoya ES	188	75%	8%	48%	7%	51%	35%	846	Yes	Yes	836	7	8	Achieving
Gardner Street ES	293	55%	12%	50%	7%	22%	66%	864	Yes	No	865	8	7	Achieving
Grant ES	431	100%	12%	56%	4%	69%	17%	789	Yes	Yes	780	4	7	Watch
Charles H. Kim ES	384	74%	7%	64%	4%	48%	2%	885	Yes	Yes	883	8	9	Achieving

Kingsley ES	312	100%	6%	71%	2%	86%	10%	789	No	No	787	4	6	Service & Support
Melrose ES	234	70%	15%	30%	7%	46%	25%	884	Yes	Yes	879	8	6	Achieving
Ramona ES	474	100%	17%	77%	2%	83%	7%	776	No	No	780	4	7	Service & Support
Selma ES	162	99%	14%	52%	4%	86%	6%	791	No	No	788	4	6	Service & Support
Third Street ES	430	17%	5%	38%	8%	8%	27%	946	Yes	Yes	944	10	4	Achieving
Van Ness ES	164	99%	25%	41%	4%	73%	2%	849	Yes	Yes	851	7	10	Achieving
Vine Street ES	379	100%	15%	61%	1%	95%	2%	738	No	No	746	2	4	Watch
Wilton Place ES	567	76%	10%	74%	5%	51%	1%	820	Yes	No	816	6	2	Watch
Wilshire Park ES	339	78%	9%	64%	3%	59%	1%	841	Yes	Yes	832	7	4	Achieving
Middle Schools														
Hubert Howe Bancroft MS	855	100%	14%	21%	6%	82%	7%	764	No	No	752	4	6	Watch
John Burroughs MS	1848	70%	7%	16%	11%	48%	7%	860	Yes	No	861	8	7	Achieving
Joseph Le Conte MS	888	100%	12%	31%	4%	81%	9%	765	Yes	No	744	4	8	Service & Support
Charter Schools														
Citizens of the World Charter Hollywood	124	44%	10%	31%	9%	30%	41%	912	Yes	Yes	N/A	9	9	Achieving
Magnolia Science # 5	224	90%	9%	41%	3%	82%	5%	759	No	No	795	4	5	Watch
Santa Monica Blvd Community Charter School	597	100%	13%	79%	1%	92%	4%	809	Yes	Yes	761	5	9	Achieving
Larchmont Charter ⁷	526	39%	12%	15%	8%	23%	46%	909	Yes	Yes	920	9	10	Excelling (ES) / Achieving (MS)
High Schools														
Helen Bernstein SH	427	82%	17%	37%	3%	85%	4%	637	Yes	No	618	1	6	Watch
Fairfax SH	1567	79%	10%	14%	17%	54%	8%	762	Yes	No	744	6	8	Service & Support
Hollywood SH	1141	76%	8%	14%	11%	69%	12%	762	Yes	No	751	6	7	Service & Support

Sources: www.cde.gov/dataquest, <http://schoolinfosheet.lausd.net/budgetreports/spfsearch.jsp#searchbit>

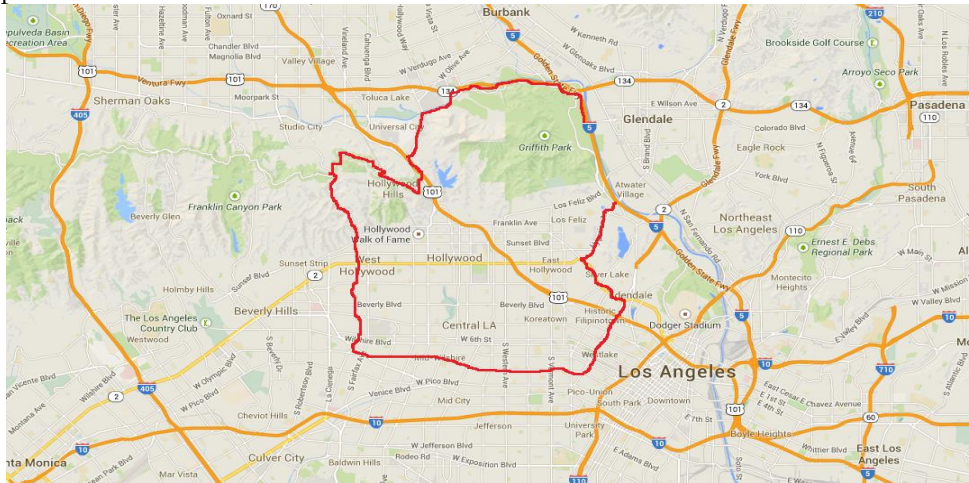
Student Population To Be Served

4. Target Student Population

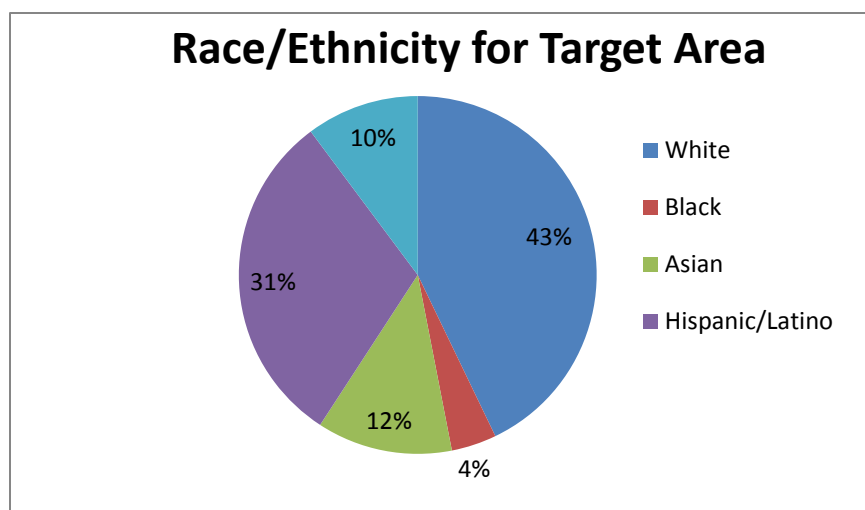
It is our mission and model to serve a highly diverse student population in terms of culture, ethnicity, and socio-economic status. Currently, 15% of the students who attend Larchmont reside

⁷ Due to the merger with Larchmont Charter School (LCS) in 2013, the data of former Larchmont Charter School – West Hollywood (LCW) students will be consolidated into LCS. For this reason, we did not include LCW data in this comparison chart. In 2013, LCW had 236 students, 26% of whom were FRL, 11% Special Education, 8% English Learners, 7% Black, 17% Hispanic, and 56% White. The LCW 2013 API was 932, and LCW met all API targets that year. LCW's three-year average API was 920.

in zip code 90004, the Hancock Park neighborhood, with the remainder scattered across 82 different zip codes, including Hollywood, East Hollywood, West Hollywood, and the Hollywood Hills. The vast majority of the students in our most recent lottery came from the zip codes 90028, 90038, 90029, 90004, 90020, 90036, 90005, 90048, 90046, 90027, 90068, and 90069. Approximately 25 square miles, this large geographic zone includes Mid City, West Hollywood, Hollywood, and Central Los Angeles, and is home to 430,880 residents. The map below shows the general area of our geographic concentration:

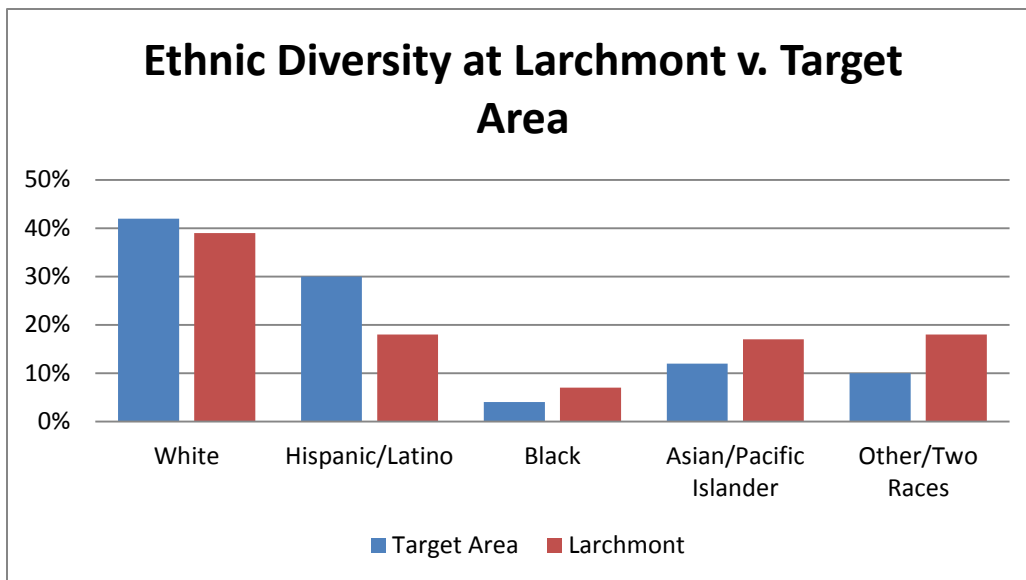


Los Angeles County is a strikingly diverse county. 48% of residents are Hispanic/Latino, 26% Caucasian, 5% Black, 7% Asian and 14% other or multiple races, and more than 17% of residents live below the poverty level. Our target community (the geographic region based on the 12 zip codes listed above) is also incredibly diverse, with a population made up of approximately 31% Hispanic/Latino, 43% Caucasian, 4% Black, 12% Asian, and 10% other or multiple races, with approximately 18% of residents living below the poverty line. Furthermore, our target community is generally representative of the City of Los Angeles, with nearly equivalent proportions of students from diverse racial and socioeconomic backgrounds as are seen in the county in its entirety.



Source: www.factfinder2.census.gov

Research suggests that greater socio-economic and racial diversity among students can be beneficial in that it is associated with reduced dropout rates, higher college entrance rates, and generally improved educational outcomes.⁸ Diversity has been found to foster academic and social growth by promoting intellectual engagement and democratic participation within the classroom, supporting Larchmont’s focus on increasing student socioeconomic diversity.⁹ Larchmont is proud to be integrated and reflective of the surrounding community, with even greater representations Asian, Black, and mixed race students than are seen in both the target community and Los Angeles County as a whole, along with higher representations of students with lower socio-economic status.



Source: www.factfinder2.census.gov

Our integrated public charter school model confirms this research. Following the model of other racially and socio-economically diverse charter schools in California and the U.S. as a whole, Larchmont Charter School brings the surrounding community together to provide an exceptional public education a socio-economically, racially, and culturally diverse student population.

5. Enrollment Roll-Out Plan

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

⁸ <http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/Why-Our-Schools-Are-Segregated.aspx>

⁹ <http://her.hepg.org/content/01151786u134n051/fulltext.pdf>

	2015-16	2016-17	2017-18	2018-19	2019-20
Kinder (+TK)	130	130	130	130	130
1 st Grade	130	130	130	130	130
2 nd Grade	130	130	130	130	130
3 rd Grade	130	130	130	130	130
4 th Grade	130	130	130	130	130
5 th Grade	130	130	130	130	130
6 th Grade	162	162	162	162	162
7 th Grade	162	162	162	162	162
8 th Grade	162	162	162	162	162
9 th Grade	150	150	150	150	150
10 th Grade	125	150	150	150	150
11 th Grade	65	150	150	150	150
12 th Grade	65	65	150	150	150
TOTAL	1,671	1,756	1,841	1,841	1,841

Goals and Philosophy

6. Vision and Mission

We believe that every child in America should be able to attend an excellent public school that reflects the full diversity of his or her community. This, after all, was the opinion of our Supreme Court more than 50 years ago in [Brown v. Board of Education](#). Yet, this promise is still not a reality for many students in Los Angeles. Larchmont Charter School helps fulfill this promise for children in our communities with its 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.

As a result of their time at Larchmont Charter School, graduates will be communicative, curious, respectful, responsible and persistent young adults, prepared for college and career, and to lead purposeful, fulfilling lives. Larchmont graduates will:

- Possess the ability to conduct deep, accurate, and critical research, gauge sources, and form their own informed ideas about issues, events and circumstances;
- Communicate ideas confidently, clearly, and respectfully to and with others;
- Take responsibility for utilizing their learning and ideas to improve circumstances, systems, and the environment in which they live;
- Approach others, in academic, civic, and workplace settings, with respect, tolerance, and understanding;

- Integrate technology fluidly and productively into their lives; and
- Act with integrity in their family, workplace and civic lives.

7. What It Means to Be an Educated Person in the 21st Century

At Larchmont, we define an “educated person in the 21st century” as one who is self-directed, self-motivated and self-reliant in a socially complex, information-based society. This definition is synthesized from major research and policy findings from across the past two decades and reinforced through our mission, our pedagogy, and our community building. Educated persons of the 21st century demonstrate the following essential skills and knowledge:

- Effective written and verbal communication to a variety of audiences (NCTE position statement, 2008; 2013);
- An understanding of mathematic concepts, principles, facts, and theories, adeptly enough to apply them in real life problem situations across settings;
- Comprehension and analysis of a variety of printed materials when reading for pleasure and/or information (NCTE position statement, 2008; 2013);
- An understanding of history in order to frame critical and effective responses to the complexities of social, economic, and political problems (National Council for History Education: Blueprint for Student Learning, 2013);
- An understanding of methodologies, concepts, and technological tools that are common to all of the sciences (National Research Council report, 2012);
- An ability to use technology effectively to achieve specific goals (NCTM position paper, 2011; NRC, 2012);
- The skills and strategic thinking that will allow them to easily adapt to and benefit from new technologies for communicating, computing, presenting, and researching information (NCTM, 2011);
- Effective goal setting that creates pathways to academic and social success, and the ability to think critically in order to solve problems when making decisions (NRC, 2012);
- The ability to evaluate information across a range of media (NCTE, 2008, 2013); and
- The breadth of skills and knowledge that support success in the transition to college and career (NRC, 2012).

We believe that this skill set and knowledge base must be encompassed by the character traits that allow one to function ethically and successfully in the complexity of our social environment. The combination of skills, knowledge, and character creates Larchmont’s Essential Schoolwide Learning Results (ESLRs). A Larchmont Charter School student is one who:

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 the environment, living beings, and the Earth's limited resources.

Takes responsibility: for one's actions, for one's words, for one's learning, for one's body, and for each other.

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.

In addition to the ESLRs, at the high school level, the faculty has developed six character traits necessary for success at Larchmont. Students internalize these throughout the course of the year, as they engage in conversations with teachers and peers about their decisions and actions:

Be Respectful

To yourself, to one another, to teachers, and to the subject

Be Prepared

Bring your materials, homework, and a willing attitude

Be Self Aware

Dress appropriately and come to school with a positive attitude

Be Fearless

Take risks, be curious, and be open to learning new things

Be Productive

Work hard and take pride in that work

Be Honest

With yourself, classmates, and teachers

Our concept of 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 communicating, seeking to understand, demonstrating respect, taking responsibility, and persevering, serves as the touchstone for our curriculum development, instructional methods, school-wide tone, and community involvement. Larchmont's focus on integrating strong academic skills, self-awareness, and character growth creates in our students individuals poised for success in college, career, and life. Our graduates will recognize and confidently work to solve challenges posed before them in the university and work setting. They will persevere as creative problem solvers who hold the skills necessary to identify what is needed, research approaches directly related to problem solving and utilize available resources, as well as create new ones, to adeptly solve issues at hand. Our graduates will use technology, effective communication and collaboration to move themselves and their respective communities forward. We strive to instill these essential attributes in all our Larchmont students. They are the unifying elements for our school community.

8. How Learning Best Occurs

Larchmont Charter School is dedicated to constructivism as the educational strategy to achieve our mission. Based primarily on the work of Jean Piaget (1983), but influenced by many educators and researchers, Constructivism is a theory of thinking and learning. Its name is derived, of course, from the word "construction" because its fundamental concept is that students learn through the process

of constructing their own personal understanding of new information and ideas. This process of constructing understanding is slightly different for all students.

There are two significant variables that educators consider when they develop a constructivist, inquiry-based learning environment. The first variable is how the student's mind best processes information. All learners take in new information through a variety of processes – we learn what we see, we learn what we hear, we learn by touching and exploring, we learn by doing actively with our body, we learn by discussing with others. Each of us uses each method to some extent. But most learners have a predominant method that is our strongest or preferred learning process (Dunn et al., 2010). Some children also have a distinctive weakness in one area or a heavy dependence on another. Every brain has a unique balance of strategies. Thus, in a classroom of 23 learners, it is important that information is presented through many different methods. This way, students, no matter their strongest learning process, will encounter information in a way that is well suited. In addition, as each child takes part in learning activities of different styles – visual, tactile, auditory, oral – they begin to recognize their own strengths and preferences. Children begin to think about how they think, which is referred to as metacognition (Flavell, 1976). Developing metacognition from a young age helps students identify effective strategies for themselves as learners and to understand and support other students in their learning as well.

The second variable that influences educators as they create a constructivist learning environment is the student's life experience. Each student enters school, even at the young age of five, with a unique set of life experiences that have worked along with the student's own development to form a cognitive "schema" in the student's brain (Piaget, 1983). This schema is the set of ideas and connections that the student has made because of the day-to-day learning that has gone on and the unique combination of life experiences that has influenced the student. It can be described as a framework for representing the world or a mental structure of ideas (DeHart, Sroufe, & Cooper, 2000).

Some of these lessons might be very concrete – "I know how to find the surface area of a cylinder" or "I know how to create a mixed media work of art." Others are more abstract – "People are usually very nice to me" or "It is best to be a little cautious when meeting a new person." Some are very specific to academic subjects – "I can distinguish between a primary and secondary source" and others are more life-based – "I always make my bed when I get up in the morning." Frequently, this knowledge that students bring with them into the classroom is unknown even to the child, until activities and discussions help them reflect and draw upon that knowledge in a useful and organized fashion. By drawing on the knowledge within a student's schemata, we can create learning situations that require less effortful processing, freeing up valuable cognitive and affective capacity for tackling new learning.

As students mature and content becomes increasingly complex, secondary level teachers continue to utilize students' prior knowledge as a driver for establishing course themes, using students' experiences to make decisions about where to focus the curriculum, what activities should take place, and how material should be delivered. In this respect, the curriculum is both rigorous and meets the individual needs of students.

To create a constructivist educational experience, teachers must find ways to present new information and ideas through a varied set of experiences to capture the many unique methods that the brain uses to process information. Then they must create opportunities for students to connect

their new learning to their pre-formed schemata – or to make meaningful connections between the new information and the way of understanding that their life experience has provided. Through this constructivist process, learning becomes a natural and exciting process for students.

At Larchmont, cognitive constructivism is present across the curriculum, from K-12, through project and inquiry-based instruction, service learning experiences, an integrated curriculum, small group and partner learning experiences, and longer blocks of study (70 minutes in 4th-8th grades; 90 minutes in 9th-12th grades).

Larchmont Charter School believes that the social learning environment is also a critical component to ensuring student success. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes* (1978), 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." Toward this end, mixed-age grouping is a key component to the K-8 educational setting at Larchmont. In the primary grades (TK-3), individual development of language arts skills is very broad and creates a wide range of abilities and levels at each grade level. In these grades, Larchmont implements a mixed-age group model for reading and language arts instruction. K-1st students and 2nd-3rd students spend a portion of the day in small group, mixed-age group instruction. By the 4th grade, individual development results in different patterns of growth and changes in learning style. At these older ages students demonstrate, for example, greater variation in their pacing and style of mathematical-logical thinking, or the thinking processes most necessary for mathematics and science concepts. Thus, Larchmont shifts its focus on mixed-age grouping to allow for an accelerated mathematics path in the 4th-8th grade. Students from two consecutive grade levels work in mixed-age groupings during math, science, and enrichment classes to allow for the social benefits to cognition while maintaining students in the "zone of proximal development" necessary for their academic success.

Larchmont draws further upon Vygotsky's social constructivism and Albert Bandura's social learning theory by recognizing the critical role that personal relationships play in the educational setting. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people...and then inside the child.... This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (p.57). In order to support relationships that result in higher cognitive functioning in students, primary grade students in TK-3rd grade participate in a loop in which students have the same teacher and classroom of peers for two consecutive years. This looping allows for a more in-depth and personal relationship development between teacher and student, as well as student and peers. Middle grades students are all assigned a homeroom teacher for the first period of the day that supports processes around Advisory, study skills, organization, school communications, and student life. This practice results in a strong focus on building relationships and strengthening social problem solving skills. Further, small school size and class sizes develop a more intimate social learning environment and support positive academic outcomes through positive social relationships. In 9th-12th grades, students loop with the same Dean for two years (9th-10th and 11th-12th), participate in ongoing academic and college counseling processes, and meet regularly in student-led/faculty sponsored clubs. We are in the planning stages of implementing Advisory at the high school grades where grade-level Advisors "follow" students across their high school trajectory. These academic and social structures provide the opportunity for students to partner with administrators, counselors and faculty members in long-term relationships. For example, the Instructional Deans are assigned to

move with those students – and their families – across two years of high school, gaining in-depth understanding of students’ social, academic, and emotional needs and strengths.

9. Developing Lifelong Learners

Larchmont implements constructivist strategies in the classroom, and as a result students develop into 1) self-motivated, 2) competent, and 3) lifelong learners.

Developing self-motivated learners: Self-motivation, or intrinsic motivation, results from tapping into the natural thinking and learning processes of the student and connecting new learning to the personal schemata of the child (Stipek, 1988). Thus, each new lesson or unit helps the student to answer the internal questions and innate curiosity that drive a motivated learner. At Larchmont, primary students learn through integrated, action-based projects that resemble the real-life experiences outside the classroom. Opportunities for mixed-age grouping allows students to learn at their natural and personal pace so that intrinsic motivation is not curtailed by forced benchmarks that might hold a student back or push a student before they have satisfied their need to learn. By middle school, students have greater cognitive skills for designing and developing their own learning experiences, guided by teachers, and are then capable of conceptualizing the abstract and unknown. They are encouraged to reach beyond their immediate surroundings to understand the interaction between the student as individual and the larger community and the world.

At the high school level, students receive ongoing individualized counseling to ensure each plans, and eventually executes, the optimal pathway to attaining school, college, career, and life goals. All high school students work with the counselor to develop an Individual Graduation Plan (IGP). The IGP incorporates data-driven decision making, the mastery of content standards and individual goal setting. Students may have multiple pathways to college and career plans and may combine academic core plus technical knowledge and skills. Additionally, the IGP ensures that all students, including students with disabilities and English Learners, have access to a rigorous curriculum with opportunities to make regular and necessary changes in plans as needed. This personalized attention and support enhances student motivation as they learn how their school experience is reflective of their individual needs, differences, goals, and future plans.

Developing competent learners: The Larchmont curriculum is based on the California academic content and performance standards, including the Common Core State Standards (CA CCSS). Implementation is carried out with instructional methodology interpreted through constructivist learning theory. Combined, this foundation and approach create a powerful partnership to provide students 1) a strong basis in basic literacy and numeracy skills, 2) a breadth of exposure to meaningful information in the sciences, social studies, and the arts, 3) experience applying skills and learning to real-life situations, and 4) the self awareness and personal strategies that will allow them to be skilled and successful learners across diverse settings and experiences throughout life.

Developing lifelong learners: Two aspects of the Larchmont curriculum create the foundation for lifelong learners in all of our students: 1) integrated, action-based projects that mirror real-life learning and help students make personal connections to each learning experience; and 2) the development of metacognitive skills that allow students to be thoughtful, reflective learners and recognize themselves as the force behind their own academic and life success.

All curriculum designs have been directly aligned to the California academic content and performance standards, including CA CCSS since the fall of 2013. At the high school level, academic goals move beyond mastery of the California State Standards to include CAHSEE passage and strong performance on the PSAT/SAT and ACT. Advanced Placement courses and exams are available across core subject areas including math, science, English, and social sciences. The standardized testing and benchmarking required by the District and the State of California are as integral to our assessment strategy as our faculty-constructed rubrics, project goals, student portfolios, and student demonstrations. In addition, character development, social responsibility, and leadership are qualities inherent to our entire program and growth in these is measured through multiple diverse evaluations.

10. Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

Based on the state priorities detailed in California Education Code § 52060(d), Larchmont Charter School aims to achieve the following school wide and subgroup outcome goals. We use multiple summative and formative assessments aligned to California academic content and performance standards and CA CCSS to monitor individual student and subgroup progress towards the state priorities detailed in California Education Code § 52060(d) and the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments.

The following chart details Larchmont’s annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to California Education Code § 52052, for each of the eight (8) state priorities and sub-priorities identified in California Education Code § 52060(d). We also include specific annual actions we plan to take to achieve each of the identified annual goals.

TEACHER ASSIGNMENTS AND CREDENTIALING						
State Priority #1: Basic Services						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: <u>Annual Review of Credentials and DOJ/TB Compliance</u>				
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019
						2019-2020

For each year of the charter, all teachers will be appropriately credentialed and meet all other requirements for placement in the classroom or in support positions as required by NCLB and the charter.	<ul style="list-style-type: none"> - Implementation and maintenance of database system to track teacher credentialing, medical clearances and background clearances. - Annual review every August of master schedule/teacher credentials, assignments, and other assignments to ensure 100% compliance with charter and NCLB. - Annual review of faculty, staff, and vendor Department of Justice and TB clearance. 	100% compliance	100% compliance	100% compliance	100% compliance	100% compliance	100% compliance
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ACCESS TO INSTRUCTIONAL MATERIALS

State Priority #1: Basic Services

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Annual Inventory of Materials and Budget</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
For each year of the charter, all Larchmont students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), will have access to latest available academic content and performance standards and CA CCSS-aligned textbooks and support materials necessary to participate fully in all courses as outlined in our charter petition.	<ul style="list-style-type: none"> - Annual review of instructional materials (including CA CCSS), and corresponding purchase of materials (Heads of School). - Annual review of ELD and special education programs to identify and obtain all necessary instructional materials (Heads of School, Executive Director). - Annual replacement of early-adopted materials with updated versions. 	Schoolwide: 100% ELs: 100% Students with IEPs: 100%	Schoolwide: 100% ELs: 100% Students with IEPs: 100%	Schoolwide: 100% ELs: 100% Students with IEPs: 100%	Schoolwide: 100% ELs: 100% Students with IEPs: 100%	Schoolwide: 100% ELs: 100% Students with IEPs: 100%	Schoolwide: 100% ELs: 100% Students with IEPs: 100%

FACILITIES MAINTENANCE

State Priority #1: Basic Services

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Access to Adequate Facilities; Annual Review</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

For each year of the charter, all students will have safe and adequate facilities, furniture and equipment, with appropriate access to outdoor space, support space and special education support areas.	<ul style="list-style-type: none"> - Annual modifications and/or renovations to existing sites (e.g. baseline year construction of Chemistry and Biology labs and purchase of furniture and equipment). - Annual identification of potential new sites to address full enrollment needs (e.g. in 2016-2017, secure a new facility to house grades 6-8) and the instructional model. - Annual review/inventory and risk management inspection of physical plant conditions and repairs needed conducted by LCS' Director of Facilities. This comprehensive review of all LCS sites informs the SARC and LCAP. 	Adequate classrooms, support spaces, specialty spaces (wet labs, music, art), and dining areas: 100%	Adequate Facilities specific to the needs of individual schools 100%	Adequate Facilities specific to the needs of individual schools 100%	Adequate Facilities specific to the needs of individual schools 100%	Adequate Facilities specific to the needs of individual schools 100%	Adequate Facilities specific to the needs of individual schools 100%
		Annual Review: "Good" or better rating	Annual Review: "Good" or better rating	Annual Review: "Good" or better rating	Annual Review: "Good" or better rating	Annual Review: "Good" or better rating	Annual Review: "Good" or better rating

IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
State Priority #2

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Teacher Participation in CCSS-Aligned Professional Development:</u> <u>Student-to-Computer Ratio</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Larchmont Charter School will fully implement the State content and performance standards, including the CA CCSS in ELA and Math so that all students, including English Learners and socioeconomically disadvantaged students, will receive a comprehensive, rigorous, inquiry-based academic program.	<ul style="list-style-type: none"> - Teachers will participate in ongoing professional development on the implementation of CA CCSS and new CA CCSS-aligned assessments. School leaders will support and monitor implementation. - Increase student technology access with acquisition of laptops and supporting equipment to increase student access to project-based learning. LCS will ensure students have needed access to technology for online State testing. - Build in professional development time for rollout of Next Generation Common Core Science Standards and aligned curriculum along with the new ELD standards to achieve full implementation in 2016-2017. 	100%	100%	100%	100%	100%	100%
		Student: Computer/ Tablet Ratio 3:1	Student: Computer/ Tablet Ratio 3:1	Student: Computer/ Tablet Ratio 3:1	Student: Computer/ Tablet Ratio Approaching 2:1	Student: Computer/ Tablet Ratio Approaching 2:1	Student: Computer/ Tablet Ratio Approaching 2:1

PARENT INVOLVEMENT
State Priority #3

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Survey Response Rates; Satisfaction Rates; Volunteer Hours</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Larchmont Charter Schools will annually increase parent satisfaction rates and parent involvement in volunteer activities and input into decision-making.	<div>- Administer an annual parent satisfaction survey.</div> <div>- Provide non-English speaking families translated materials (exs. Korean and Spanish) and increase participation in programs for economically disadvantaged pupils, ELs, foster youth and individuals with exceptional needs.</div> <div>- Students, faculty, administration and parents will contribute to the creation and implementation of a Community Agreement to guide discussion, decisions, and consequences around behavior, safety, and a sense of community at all campuses.</div> <div>- Weekly community gatherings for students, parents, and faculty will be a part of the school day for K-8 students (e.g. School Sing; Morning Assembly).</div>	Response Rate: 50%	Response Rate: 60%	Response Rate: 70%	Response Rate: 70%	Response Rate: 70%	Response Rate: 70%
		Satisfaction Rate: 75%	Satisfaction Rate: 85%	Satisfaction Rate: 90%	Satisfaction Rate: 90%	Satisfaction Rate: 90%	Satisfaction Rate: 90%
		% Dissatisfied: <10%	% Dissatisfied: <5%	% Dissatisfied: <5%	% Dissatisfied: <5%	% Dissatisfied: <5%	% Dissatisfied: <5%
		Volunteer/P participation	Volunteer/P participation	Volunteer/P participation	Volunteer/P participation	Volunteer/P participation	Volunteer/P participation
STATEWIDE ASSESSMENTS State Priority #4: Student Achievement							
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>SBAC/CAASPP</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

All students, including all student subgroups (such as Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), will meet or exceed growth targets once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts and Mathematics.	<p>In addition to activities above:</p> <ul style="list-style-type: none"> - Provide a K-12 program that ensures that all students achieve content mastery in all core subjects. - Provide technology support services (e.g. full time Data Manager) and analysis tools for instructional staff to regularly monitor pupil outcomes through standards-based progress reports, benchmark assessments, and other assessments and protocols. - Continue summer institute focused on CA CCSS and vertical integration. Provide ongoing PD throughout the school year to support implementation of the K-12 signature projects and Junior/Senior research seminars. - Provide additional support and intervention services for students such as before-and after-school programs, counseling, and academic support services. Support integration of these services across the school day. 	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3% annual increase).	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3% annual increase).	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3% annual increase).	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3% annual increase).	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3% annual increase).
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**Academic Performance Index (API)
State Priority #4: Student Achievement**

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>API</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Larchmont Charter School will meet or exceed the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.	- The Academic Excellence Committee of the Board will meet at least quarterly with school leadership to analyze performance results reported in an Academic Excellence Dashboard to track academic outcomes by grade and subgroup in addition to what is described above.	Establish baseline	Increase API, , meeting annual API Growth Target (or equivalent) based on new SBAC/ CAASPP measures.	Increase API, meeting annual API Growth Target (or equivalent) based on new SBAC/ CAASPP measures.	Increase API, meeting annual API Growth Target (or equivalent) based on new SBAC/ CAASPP measures.	Increase API, meeting annual API Growth Target (or equivalent) based on new SBAC/ CAASPP measures.	Increase API, meeting annual API Growth Target (or equivalent) based on new SBAC/ CAASPP measures.

**A-G Course/ CTE Course of Study Completion Rate(s)
State Priority #4: Student Achievement**

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Annual Inventory of A-G Course and AP Offerings</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

Ensure that high school students have access to a rigorous and broad range of study, including A-G electives and AP courses.	<ul style="list-style-type: none"> - Expand course and grade levels to serve grade 11 in 2014-2015 and grade 12 in 2015-2016 and beyond. - Offer A-G compliant courses to ensure diverse options for all students, including electives, AP courses, and college and career prep courses. 	A-G Access: 100% Minimum Number of AP Courses: 4 A-G Completion Rates: 100%	A-G Access: 100% Minimum Number of AP Courses: 4 A-G Completion Rates: 100%	A-G Access: 100% Minimum Number of AP Courses: 8 A-G Completion Rates: 100%	A-G Access: 100% Minimum Number of AP Courses: 8 A-G Completion Rates: 100%	A-G Access: 100% Minimum Number of AP Courses: 8 A-G Completion Rates: 100%	A-G Access: 100% Minimum Number of AP Courses: 8 A-G Completion Rates: 100%
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**English Learner Adequate Progress Rate
State Priority #4: Student Achievement**

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>CELDT/ ELPAC</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
English Learners will advance at least one ELD level on the CELDT or the English Language Proficiency for California (ELPAC) assessment each year.	<p>In addition to the actions described above:</p> <ul style="list-style-type: none"> - Provide professional development for all teachers on the new ELD standards. - Continue to assess and monitor EL progress with ELD folders until new portfolio criteria have been identified. - Teachers will incorporate SDAIE strategies in their content areas. - Provide ELD intervention services and support for ELs who do not meet progress requirements. 	Achieve similar or higher rate of EL growth on the CELDT/ ELPAC scale as prior year	Achieve similar or higher rate of EL growth on the CELDT/ ELPAC scale as prior year.	Achieve similar or higher rate of EL growth on the CELDT/ ELPAC scale as prior year.	Achieve similar or higher rate of EL growth on the CELDT/ ELPAC scale as prior year.	Achieve similar or higher rate of EL growth on the CELDT/ ELPAC scale as prior year.	Achieve similar or higher rate of EL growth on the CELDT/ ELPAC scale as prior year.

**ENGLISH LEARNER RECLASSIFICATION RATE
State Priority #4: Student Achievement**

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Reclassification Rate / AMAOs</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The EL reclassification rate will meet or exceed the LAUSD current annual overall reclassification rate and ELs will meet Annual Measurable Objectives (AMAOs).	See the actions described above.	Meet or exceed the District's current annual overall EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's current annual overall EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's current annual overall EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's current annual overall EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's current annual overall EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's current annual overall EL reclassification rate; meet or exceed annual AMAOs.

AP Examination Passage Rate State Priority #4: Student Achievement							
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>AP Exam Pass Rate</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
By the end of their course of study at Larchmont, 100% of students will graduate college/career ready.	In addition to the actions described above: <ul style="list-style-type: none"> - All AP teachers will be trained to support the AP curriculum roll-out. - Summer lab internships available to support AP success and career growth 	1 st Time Pass Rate (Score of 3, 4, or 5): 70%	1 st Time Pass Rate (Score of 3, 4, or 5): 75%	1 st Time Pass Rate (Score of 3, 4, or 5): 80%	1 st Time Pass Rate (Score of 3, 4, or 5): 80%	1 st Time Pass Rate (Score of 3, 4, or 5): 80%	1 st Time Pass Rate (Score of 3, 4, or 5): 80%
EAP College Preparedness Rate State Priority #4: Student Achievement							
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>EAP Pass Rate</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
By the end of their course of study at Larchmont, 100% of students will graduate college/career ready.	<ul style="list-style-type: none"> - See actions described below in graduation plan strategies - Administer the Early Assessment Program (EAP) to all 11th grade students. 	Pass Rate 85%	Pass Rate 87%	Pass Rate 89%	Pass Rate 91%	Pass Rate 91%	Pass Rate 91%
SCHOOL ATTENDANCE RATE State Priority #5: Student Engagement							
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>ADA</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Larchmont Charter School will continue to maintain a high annual ADA rate and limit chronic absenteeism.	- Heads of School will monitor student attendance and communicate with families; they will oversee whole school attendance improvement initiatives as needed and intervene with specific families as needed to provide support.	ADA: > 95%	ADA: > 95%	ADA: > 95%	ADA: > 95%	ADA: > 95%	ADA: > 95%
Chronic Absenteeism Rate State Priority #5: Student Engagement							
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Percentage of Students Absent >10% of School Year</u>					

applicable)		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Larchmont Charter School will continue to maintain a high annual ADA rate and limit chronic absenteeism.	- Heads of School will monitor student attendance and communicate with families; they will oversee whole school attendance improvement initiatives as needed and intervene with specific families as needed to provide support.	< 6% of students	< 6% of students	< 6% of students	< 6% of students	< 6% of students	< 6% of students
<p align="center">Dropout Rate State Priority #5: Student Engagement</p>							
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Dropout Rate</u>					
		Baseline ¹⁰	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
By the end of their course of study at Larchmont, 100% of students will graduate college/career ready.	<ul style="list-style-type: none"> - See actions described below with respect to the development and execution of a 9-12 Individual Graduation Plan with the support of the College/Career Counselor. - LCS middle school Deans monitor student progress, attendance and discipline and coordinate intervention and support as needed. 	N/A	Establish baseline	Decrease by 3% annually	Decrease by 3% annually	Decrease by 3% annually	Decrease by 3% annually
<p align="center">Graduation Rate State Priority #5: Student Engagement</p>							
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>4-Year Graduation Rate, CAHSEE Pass Rate, SAT (CR 560+, Math 590+, Writing 580+) ACT (26+ score)</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

¹⁰ The first Larchmont graduating cohort will graduate in the year 2015-2016.

By the end of their course of study at Larchmont, 100% of students will graduate college/career ready.	In addition to the actions described above, Larchmont will provide individualized supports (e.g. College and Career Counselor and area/regional college visits) so that each student in grades 9-12 prepares and fulfills an Individual Graduation Plan (IGP). *Note that CAHSEE had only been administered once at time of publication – single data point not sufficient to project 98% as baseline going forward, that's why 90% is listed as revised baseline rate.	N/A 1 st Time CAHSEE: 98% (based on 1 yr of data) Pass CAHSEE by Graduation: 100% SAT: 75% ACT: 70%	100% cohort graduation rate or Increase by 3% annually 1 st Time CAHSEE: 90% Pass CAHSEE by Graduation: 100% SAT: 80% ACT: 75%	100% cohort graduation rate or Increase by 3% annually 1 st Time CAHSEE: 90% Pass CAHSEE by Graduation: 100% SAT: 80% ACT: 80%	100% cohort graduation rate or Increase by 3% annually 1 st Time CAHSEE: 90% Pass CAHSEE by Graduation: 100% SAT: 80% ACT: 80%	100% cohort graduation rate or Increase by 3% annually 1 st Time CAHSEE: 90% Pass CAHSEE by Graduation: 100% SAT: 80% ACT: 80%	100% cohort graduation rate or Increase by 3% annually 1 st Time CAHSEE: 90% Pass CAHSEE by Graduation: 100% SAT: 80% ACT: 80%
Student Suspension Rate State Priority #6: School Climate							
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Suspension Rate</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Larchmont Charter School will continue to maintain a low \leq 2% suspension rate.	See actions described above.	Suspension rate will be maintained at \leq 2%.	Suspension rate will be maintained at \leq 2%.	Suspension rate will be maintained at \leq 2%.	Suspension rate will be maintained at \leq 2%.	Suspension rate will be maintained at \leq 2%.	Suspension rate will be maintained at \leq 2%.
Student Expulsion Rate State Priority #6: School Climate							
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Expulsion Rate</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Larchmont Charter School will continue to maintain a low \leq 1% expulsion rate.	See actions described above.	Expulsion rate will be maintained at \leq 1%.	Expulsion rate will be maintained at \leq 1%.	Expulsion rate will be maintained at \leq 1%.	Expulsion rate will be maintained at \leq 1%.	Expulsion rate will be maintained at \leq 1%.	Expulsion rate will be maintained at \leq 1%.
OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE State Priority #6: School Climate							
Annual Goals (Identify schoolwide)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Student Satisfaction Survey</u>					

and subgroup goals as applicable)		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Larchmont will engage students as decision-makers and provide programs and resources, resulting in increased engagement and satisfaction.	<ul style="list-style-type: none"> - Administer annual student satisfaction survey (in conjunction with parent satisfaction survey described above). - A Student Council with a Faculty Student Life Coordinator will be in place at every campus. 	MS/HS Response rate: 80% Satisfaction rate: 75% % Students who feel safe: 80%	MS/HS Response rate: 80% Satisfaction rate: 80% % Students who feel safe: 85%	MS/HS Response rate: 80% Satisfaction rate: 85% % Students who feel safe: 90%	MS/HS Response rate: 80% Satisfaction rate: 85% % Students who feel safe: 90%	MS/HS Response rate: 80% Satisfaction rate: 85% % Students who feel safe: 90%	MS/HS Response rate: 80% Satisfaction rate: 85% % Students who feel safe: 90%

BROAD COURSE OF STUDY
State Priority #7

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>WASC Review</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All students, including all student subgroups (such as Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), will have access to academic and educational enrichment programs as outlined in the school's charter.	<ul style="list-style-type: none"> - Continue to provide K – 8 students with enrichment (e.g. music, art, PE, cooking) and electives programs. - Provide an expanded 4th -8th grade math program for both acceleration / enrichment for above-grade level students and intervention (“math workshop”) to support at risk students. - Implement reading intervention program (“reading workshop”), including Scholastic Reading Inventory (SRI) across grades 6-8. 	Continue to provide broad academic and enrichment programs for all students.	Continue to provide broad academic and enrichment programs for all students.	Continue to provide broad academic and enrichment programs for all students.	Continue to provide broad academic and enrichment programs for all students.	Continue to provide broad academic and enrichment programs for all students.	Continue to provide broad academic and enrichment programs for all students.

OTHER STUDENT OUTCOMES
State Priority #8

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: <u>Report Card Grades (K-8); Healthy Fitness Zone; CAASPP/SBAC</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All students, including all student subgroups (such as Hispanic, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), will demonstrate proficiency (or	- Provide an expanded middle and high school athletics program.	Healthy Fitness Zone Passing Rate 90%	Healthy Fitness Zone Passing Rate 90%	Healthy Fitness Zone Passing Rate 90%	Healthy Fitness Zone Passing Rate 90%	Healthy Fitness Zone Passing Rate 90%	Healthy Fitness Zone Passing Rate 90%

above) on physical fitness assessments.							
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Instructional Design

11. Overall Curricular and Instructional Design & Key Educational Theories, Research and Research-based Evidence

K-12 Continuum

The Larchmont Charter School curricular and instructional design is based upon the belief that all students can be successful learners and achieve conceptual understanding through insightful guidance and collaborative efforts that heavily involve the student's cognitive styles and unique understanding. The key educational theories and research for our approach are outlined in section 8 (p. 27). We have intentionally created the Larchmont academic program with the development of the whole child in mind – from kindergarten to middle school and through graduation. Our K-12 organizational structure allows for teachers and instructional leaders to vertically align and adapt the instructional program, resulting in a cohesive, personalized, rigorous learning experience for every student. At all levels, interdisciplinary planning incorporates lessons from the California academic content and performance standards and CA CCSS. Lessons are structured and organized around common thematic elements stemming from ecology, the humanities, and social justice, and students are encouraged to be active learners and are supported as they challenge themselves and achieve higher levels of learning.

Constructivism in Action

At Larchmont the curriculum is driven forward by the California academic content and performance standards and CA CCSS and structured through our constructivist approach. Signature Projects at the K-8 level and project-based learning and the Junior/Senior Research Seminar hallmark projects at the high school level embody our inquiry-based approach.

The K-8 Signature Project sets the theme for the year through the principles of eco-literacy and social justice to provide a meaningful structure through which to learn the standards in social studies, science, English language arts, mathematics, world languages, physical education, and the visual/performing arts. Signature Projects consist of multiple smaller units and lessons, connected through their thematic consistency and focus, and includes two approaches to teaching and learning:

1. Content/skill-based lessons are provided in which students develop a knowledge base and refine the academic skills to utilize that knowledge, and
2. Action-based lessons are provided in which students become active agents in life-based activities in order to learn how to put their knowledge to work.

Signature Projects are continually assessed and revitalized. Faculty and staff take part annually in a process of self-assessment in which the content, design, and implementation of the K-8 Signature Project at each grade level is examined and improved. Through the use of our Signature Project Rubric, Larchmont faculty and administration validate that the Signature Project is:

- Academically integrated

- CA CCSS-based and grade level appropriate
- Based upon the concepts and theories of eco-literacy
- Action-oriented
- Using a constructivist approach to learning

The Larchmont Charter School high school curriculum is aligned to the new Common Core State Standards (CCSS) and meets and exceeds coursework required for successful completion of the University of California A-G courses. Consistent with Larchmont's inquiry-based educational philosophy and approach, the CA CCSS emphasizes the development of critical thinking skills and the experience of reading and writing across the curriculum. Larchmont high school English students, for example, explore non-fiction materials from varied academic areas while continuing to read fiction from diverse sources and time periods. These experiences serve to help students build the analytical skills necessary to successfully complete their Senior Hallmark Project.

At the high school level, students work towards the following markers of success:

- Completion of all courses required for graduation from Larchmont Charter School. Larchmont's graduation requirements exceed those required for application to a University of California campus (A-G units).
- As described above, completion of a cross-curricular, independently designed Senior Hallmark Project that includes a written senior thesis grounded in thorough, college preparatory level research, a connected/related service component (coordinated and approved by a certificated teacher and if off site standard permission slips and liability waivers are used and basic information about the nature of the project and the non profit organization is provided), an oral presentation to a panel of faculty and community members, and the integration of new media and technology into one or more of these components.
- Application and acceptance into the college/university program of choice.

In the high school grades, all courses serve to prepare students for the two capstone courses in the high school program: the Junior Research Seminar and Senior Research Seminar. Together these courses constitute the Senior Hallmark Project courses. The Junior Research Seminar prepares students to conduct deep and thorough research in an area of their choice – that will eventually become the subject of their Senior Hallmark Project. The goal for attaching a year-long research course prior to the Senior Project is to provide ample preparation time and to ensure all students have the research skills necessary to complete a high-level, high quality Senior Project.

The Junior Seminar also allows students to take the time to explore those areas of interest they have been nurturing during their academic career at Larchmont. For example, perhaps some students were impacted by the work they did during their 8th grade Signature Project and would like to return to that topic/subject area in order to dig deeper, in a more personalized and formalized manner. Utilizing seminar faculty and peers as thought partners, students propose initial qualitative and quantitative research, evaluate sources, write and present an abstract, gather data through a variety of research methods, design summer work/community service proposals and finally complete the writing, service, and multimedia presentation components of the project in their senior year. The Senior Hallmark Project thus represents the culmination of 13 years of growth as a member of a supportive and reflective learning community.

12. Key Features of the School's Educational Program by Subject Area

English Language Arts

The overarching goal for K-12 English Language Arts instruction is to ensure that students are able to develop and utilize improved communication skills, vocabularies, and writing abilities in an authentic manner. Emphasis is placed on building and strengthening a balance of all of the English Language Arts skill sets in listening, speaking, reading, researching, and writing, and instruction is aligned to the CA CCSS. The English Language Arts curriculum is designed to provide a broad range of instruction in reading, literature, writing, listening and speaking, and language conventions.

These also emphasize the writing process necessary for clear and effective academic writing, as students work in various genres from narratives to research papers. Students become familiar with the elements and techniques of literature, including plot, setting, character, narrator and voice, theme, irony, foreshadowing, and symbolism. They learn to become literary critics of poetry, drama, short stories, and novels. These efforts are supported by grammar and vocabulary practice. Use of inquiry and the discovery process encourages students to fully challenge and engage their diverse learning styles. This experience-centered approach mirrors the learning required at the college level and in real life.

Across the TK-3 grades, ELA skills and content are addressed both in the regular classroom and in small, multi-age reading groups. Reading groups support the early development of phonemic awareness, phonics, and fluency. Classroom teachers integrate additional focus on vocabulary and comprehension with reading and writing instruction across the curriculum.

ELA in grades 4th-8th incorporates literature circles and reader's workshop approach to further develop vocabulary and comprehension with both fiction and nonfiction. In addition, significant focus is placed on constructivist activities with authentic audiences utilizing strategies such as Reader's Theater, playwriting, filmmaking, and storytelling. Emphasis on spoken word is formalized in the 6th-8th grades, across the curriculum, utilizing the tools and approaches from the Junior National Forensic League's speech and debate lessons and approaches and weaving these strategies throughout instruction across grades and academic areas.

The 9th-12th grade ELA courses provide a foundation for the study of English at both the high school and college levels and promote fluency in all aspects of communication using the English language. To this end, students experience a broad range of instruction in reading, literature, writing, listening and speaking, and language conventions with an emphasis on developing those skills required for clear and effective academic writing. Students encounter literature from diverse cultural perspectives, in the form of novels, short stories, poetry, plays and informational documents. Instruction focuses on reading strategies that enable students to read for understanding of subtlety, ambiguity, and inference. Writing instruction focuses on strategies that enable students to create coherent and relevant text, including a variety of essays, student centered projects, and inquiry-based approaches to writing.

The high school grades offer the following courses in English Language Arts:

English 9 (Core/College preparatory)

This course is designed to provide a foundation for the study of English at both the high school and college levels and to promote fluency in all aspects of communication using the English language. To this end, students experience a broad range of instruction in reading, literature, writing, listening and speaking, and language conventions with an emphasis on developing those skills required to produce clear and effective academic writing.

Creative Writing (Core/College preparatory)

The Creative Writing course serves as a writing workshop. Students write daily and explore different writing techniques and styles. Writing skills are developed through pre-writing, editing, re-writing, and critiquing. Students also examine various styles of writing through diverse readings including poetry, songs, newspaper columns, short stories, novels, plays, monologues, dialogues, haiku, reviews, montages, and stream-of-consciousness selections. Students must be willing to share their work with the group and are asked to critique their own work and the work of others in a positive and constructive manner.

English 10 (Core/College preparatory)

In English 10, students encounter literature from diverse cultural perspectives, serving as a companion to their study in World History class. These include novels, short stories, poetry, plays and informational documents. Instruction focuses on reading strategies that enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic grade level comprehension. An emphasis on critical thinking skills and literary analysis prepares students for higher-level English courses. Writing instruction focuses on strategies that enable students to create coherent and relevant text, including a variety of essays, student centered projects, and constructivist approaches to writing.

English 11 (Core/College preparatory)

American Literature and Composition is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose several papers, speeches, and presentations using representative forms of discourse. The guiding question for the course is the following: What is the American Experience? In what ways is American literature a reaction to the American experience and in what ways is American literature a driving force for change?

AP English Language (Core/College preparatory)

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. The AP English Language and Composition course helps students move beyond such programmatic responses as the five-paragraph essay to place their

emphasis on content, purpose and audience and allows this focus to guide the organization of their writing.

English 12 (Core/College preparatory)

English 12 is a course designed to provide the student with a broad literature, writing and technology curriculum. Emphasis will be placed on literary analysis and critique, advanced compositional theory, and research as well as an appreciation for classical literature outside the realm of the United States. Students will be further challenged to step outside the “familiar” and encouraged to diversify their perspectives and backgrounds through a variety of creative projects and activities as they prepare for their careers and/or post-secondary academic pursuits.

AP English Literature (Core/College preparatory)

This course will follow the curricular requirements outlined by the College Board in the AP English Literature and Composition Course Description, which focuses on building skills necessary for college level reading, writing, and critical thinking. The texts include works from a variety of time periods and genres, and the writing assignments include in class essays as well as formal process essays with several opportunities for revision. This is considered a college level course; students will be asked to read and analyze challenging, provocative, dense, and sometimes controversial material. In addition, the course design is based on the premise that the AP English Literature exam measures skills that one needs in order to be successful in college. In other words, the focus of the course is not the exam; rather, it is on the skill set that will lead to success on the exam and to success in college.

Junior Research Seminar (Core/College preparatory)

Upon entering college, students must be individuals who are active learners and critical thinkers to become agents of change within their community and in the world. Junior Research Seminar is an 11th grade year long course that will provide students with the foundation skills of research in preparation for their Senior Project needed for graduation at Larchmont Charter School. They will explore the role of researchers and research in society as well as become researchers. Students will work individually and in small groups to explore a range of current issues and topics, and discover ways of asking pertinent research questions that they will ultimately challenge.

Senior Research Seminar (Core/College preparatory)

Completion of the Senior Hallmark Research Project is a Larchmont Charter School graduation requirement. The Research Seminar is designed so students complete the work begun in the Junior Research Course. It offers students the opportunity to continue to explore and conduct research on the issue detailed in their research proposal completed and presented junior year. Students are to submit a research paper that meets – at minimum - proficiency according to a research seminar-writing rubric. Students must also present their findings to a panel and demonstrate they have completed a service-learning project directly related to their research.

Mathematics

The mathematics curriculum is concept- and problem-based, allowing all students the opportunity to use problem solving strategies, group questioning techniques, investigations, critical analysis, the gathering and construction of evidence, and the communication of rigorous arguments in both written and oral language to justify their thinking. Students learn in collaboration with others, through sharing information, expertise, and ideas. In K-12 math courses, students apply and extend

previous learning by focusing on finding connections to learned material. Students also work to create and critique logical arguments, communicate their mathematical understanding effectively, and formulate complete, logical arguments to support their conclusions.

Larchmont Charter School implements the Everyday Math curriculum for all students grades TK-5 because it is designed in alignment with our constructivist model and recognizes the needs of different kinds of mathematical thinkers. The Everyday Mathematics curriculum emphasizes: 1) use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts; 2) repeated exposures to mathematical concepts and skills to develop children's ability to recall knowledge from long-term memory; 3) frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises; and 4) use of multiple methods and problem-solving strategies to foster true proficiency and accommodate different learning styles.

Larchmont utilizes College Preparatory Math (CPM) for 6th grade math and beyond. CPM strives to make middle and high school mathematics curriculum and instruction problem-based rather than centered on direct instruction, thereby ensuring that students retain the mathematical concepts necessary to apply skills across a variety of real-world situations. The instructional design implements significant focus on small group activities, life-based mathematics problems with multiple levels and layers, requiring mathematical knowledge to be integrated through a cohesive conceptual framework. The authors of CMP have described their approach as follows:

"A growing body of evidence from the cognitive sciences supports the theory that students can make sense of mathematics if the concepts and skills are embedded within a context or problem. If time is spent exploring interesting mathematics situations, reflecting on solution methods, examining why the methods work, comparing methods, and relating methods to those used in previous situations, then students are likely to build more robust understanding of mathematical concepts and related procedures. This method is quite different from the assumption that students learn by observing a teacher as he or she demonstrates how to solve a problem and then practices that method on similar problems."

The progression of Everyday Mathematics to College Preparatory Mathematics curricula and lessons provides a constructivist approach to delivering a CA CCSS aligned mathematics program. Students in all high school courses use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas. Students use geometry, algebra, trigonometry, and calculus to model and solve problems in both mathematical and real-world contexts.

The high school grades offer the following courses in Mathematics:

Algebra 1 (Core/College preparatory)

Algebra 1 at its core is all about using the **properties of numbers** (how they behave) to manipulate unknowns, called **variables**. But, in practicality, Algebra is used to recognize patterns, turn them into mathematical relationships, and then use these relationships for useful purposes. The following units are covered in this course: Rates, Patterns and Problem Solving, Variables and Expressions, The Commutative and Associative Properties, The Distributive Property, Equivalent Expressions, Seeing Structure in Expressions, Exponents as Repeated Multiplication.

Geometry (Core/College preparatory)

Geometry students focus on establishing triangle congruence criteria using rigid motions and formal constructions, building a formal understanding of similarity based on dilations and proportional reasoning, developing the concepts of formal proof, exploring the properties of two- and three-dimensional objects, working within the rectangular coordinate system to verify geometric relationships, proving basic theorems about circles and using the language of set theory to compute and interpret probabilities for compound events.

Algebra II (Core/College preparatory)

In this course, students investigate and explore graphs of linear, exponential, and polynomial functions. The topics of study include: development of strategies for understanding sequences and equivalence, solving equations and inequalities, solving systems of linear equations and linear inequalities involving two to three variables, introduction to matrices and using them to solve problems, developing an understanding of probability involving permutations and combinations.

Precalculus (Core/College preparatory)

Students in Precalculus use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas. Students will learn to use trigonometry to model and solve problems in both mathematical and real-world contexts, and will be able to use algebra and trigonometry to formulate and solve equations arising from geometric situations both on and off a coordinate grid. In addition, students will begin to explore Calculus concepts such as limits and area under a curve and come to understand and explore conic sections as they relate to the real world.

AP Calculus (Core/College Preparatory)

In this course, students are prepared to take the Advanced Placement Calculus AB exam. Students do best when they have an understanding of the conceptual underpinnings of calculus. Rather than making the course a long laundry list of skills that students have to memorize, we stress the “why” behind the major ideas. If students can grasp the reasons for an idea or theorem, they can usually figure out how to apply it to the problem at hand. We explain to them that they will study four major ideas during the year: limits, derivatives, indefinite integrals, and definite integrals. As we develop the concepts, we explain how the mechanics go along with the topics.

History/Social Studies

The History/Social Studies curriculum is based on California content standards and aims to provide students with rigorous, inquiry-based, and experience-centered lessons and classes that will allow students to acquire core knowledge in history and the social sciences. At all grade levels, Larchmont Charter School students work to “think like historians and social scientists” so they recognize connections to the present and the past so they may reach a greater understanding of themselves and the world around them.

At the elementary level, social studies curriculum is integrated across the curriculum through a project-based approach. Addressing all content standards, students study and explore themes and concepts of history, economics, and the broader social sciences by engaging in life-based activities,

re-enactments, field trips, research projects, and service learning projects. Strong emphasis is placed on the integration of reading and writing skills across the curriculum through the use of first source materials, emphasis on comprehension skills for nonfiction, and research strategies. Teachers utilize a breadth of materials to support instruction including Harcourt Reflections Social Studies materials.

Our reason for choosing the *History Alive!* Teachers Curriculum Institute (TCI) curriculum for the middle and high school grades is best explained in the words of the curriculum authors, where we teach the process of history: “This approach emphasizes the process, known as historiography, where individuals or groups can investigate sources and develop their own interpretation of events.” The history curriculum at Larchmont actively involves the learner in developing historical thinking skills and perspective taking, as well as practicing reflective and predictive skills in real life contexts. Furthermore, the use of the same textbooks and ancillary materials helps to create continuity from the middle school grades into the high school curriculum. The history curriculum is progressive and student-centered, focused on developing students’ critical thinking skills around world events, the environment, social movements and universal historical themes.

At the secondary level, History/Social Studies courses prepare students for Advanced Placement and college-level coursework in the social sciences. A unique feature of the high school is the requirement that students take four (rather than the traditional three) years of social studies at the secondary level in order to graduate: Geography, World History, US History and US Government/Economics. Students demonstrate their understanding of core knowledge through multiple and varied experiences including, but not limited to, expository, persuasive and analytical essays, group and individual projects, historical research, written and multiple choice assessments, and active class participation including Socratic seminars and historical reenactments.

The high school grades offer the following courses in History/Social Studies:

Geography (Core/College preparatory)

In this course, students will utilize the geographic inquiry process in their exploration of a diverse range of geographic questions and cases. From settlement patterns in Canada to urban sprawl in Atlanta, Portland, and Toronto, from urbanization and spatial inequality in Mexico City to the impact of women micro-entrepreneurs in Africa, students will question, investigate, analyze and question again as they work toward a greater understanding of themselves and the world around us. This course ultimately aims to provide students with a rigorous, inquiry-based, and experience-centered geography education; one that will prepare them for Advanced Placement and college-level coursework in the social sciences.

World History (Core/College preparatory)

This course examines the development of human history from ancient times to the present with particular focus on events that have shaped the modern world. As students explore the major eras of human history, they will utilize the methodologies and tools of historians, anthropologists and geographers in order to critically analyze, appreciate, and connect with the past.

AP World History (Core/College preparatory)

The scope of the AP World History (APWH) course addresses the challenges of studying the full course of human history by providing a clear framework of six chronological periods viewed through the lens of related key concepts and course themes, asking students to learn specific skills which would allow them to think historically. The students will be able to demonstrate these skills

through the AP World History Exam. These six periods are organized into the following areas of study: Technological and Environmental Transformations, Organization and Reorganization of Human Societies, Regional and Transregional Interactions, Global Interactions, Industrialization and Global Integration, Accelerating Global Change and Realignments.

US History (Core/College preparatory)

In this survey course, students will grapple with a question central to the history of the United States: *How closely has the United States of America lived up to the five fundamental promises (liberty, equality, democracy, rights and opportunity) found in the Declaration of Independence?* Students will demonstrate their understanding of coursework through multiple means including, but not limited to, expository, persuasive and analytical written assignments, group and individual projects, Socratic seminar and discussion, multiple choice and short answer assessments, and participation.

AP US History (Core/College preparatory)

This course is equivalent to a freshman/sophomore-level college course. It is specifically designed to prepare students for the Advanced Placement United States History exam given by the College Board each May. Students will demonstrate their understanding of coursework through multiple means including, but not limited to, expository, persuasive and analytical written assignments, group and individual projects, Socratic seminar and discussion, multiple choice and short answer assessments, and participation.

Economics (Core/College preparatory)

This course provides students with a solid understanding of the economic principles, systems, and activities necessary in order to fully participate as a citizen in the U.S. Free Enterprise System. The course focuses on the basic principles of production, consumption, and distribution of services in the United States and includes a comparison with those in other countries around the world. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers, historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy are also integral to a broader understanding of economic systems around the world.

US Government (Core/College preparatory)

This course gives a broad overview of modern forms of government present in today's global community. It provides the student an opportunity to acquire detailed knowledge of the philosophy behind the democratic form of government practiced in the United States. In this course, the United States Constitution is studied in detail. The overall objective of this course is to prepare Seniors for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms the U.S. Constitution guarantees us.

AP US Government (Core/College preparatory)

The AP US Government course is designed to give students an analytical perspective on government and politics in the United States. The course will require students to master historical and analytic skills, including chronological and spatial thinking, historical research and interpretation. Students will evaluate viewpoints presented through major print and electronic media, understand statistical data and analyze trends related to significant political events. The course will also emphasize preparation and intensive study towards the AP U.S. Government & Politics exam.

Science

The Larchmont science curriculum is, at its core, inquiry-based. Students engage in science via exposure to real world concepts and cross-curricular themes, and regularly apply critical thinking skills and test new ideas and hypotheses through labs and experimentation. Specific content includes physical science, life science, and earth systems science. Students learn to explore the world around them through an inquiry-based approach. Across all grade levels, students ask questions, make observations and discoveries, gather data, analyze explanations, and communicate results and scientific arguments. The program is fully aligned to California standards, and will be aligned to the Next Generation Science Standards.

At the elementary level, students engage in scientific exploration and observation through hands-on, integrated projects. Supporting instruction with GEMS guides and FOSS kits, teachers develop thematic projects to address all of the standards content. Emphasis is placed on developing scientific methodology at increasing developmental levels.

Methods of all science courses include the tools of science (e.g. active wet lab classrooms, technology, hands-on materials) and support development of the reading, writing, analysis, and communication skills students need to become science-literate citizens. Students tackle problems and challenges in science in varied ways (e.g. investigations, models), using critical thinking and problem solving to reach decisions grounded in knowledge and logic.

A sample of essential questions used in a middle grades science course includes:

- What can cause Earth's climate to change?
- What affects the energy flow through an ecosystem, population, and organisms and how are these connected?
- How do living things change over time?
- How are forms of energy affected and changed?

With our constructivist approach to curriculum development and instructional strategies, and through our unique constructivist framework, the science curriculum and scientific thinking is woven effectively throughout the curriculum and integrated meaningfully with ELA, mathematics, and social studies curriculum.

The high school grades offer the following courses in Science:

Biology (Core/College preparatory)

This core science course is intended to introduce students to a wide variety of biological topics. Through individual and group project-based investigation and experimentation, students will examine animal and plant cells, gene expression and the central dogma, genetics, DNA, genetic recombination, ecology, evolution, organ systems, physiology and anatomy, cell replication, photosynthesis, and respiration. Common core standards will be incorporated into the curriculum. Students will be expected to make connections and applications to real world phenomena or events through the synthesis of newly accommodated and acquired knowledge.

Chemistry (Core/College preparatory)

The course is designed to introduce students to the core ideas of chemistry in a collaborative, project-based manner. As much as possible problem solving and the application of chemical

principles are at the center of projects and activities. The curriculum looks toward the Next Generation Science Standards (NGSS) and looks to develop atomic level models to explain bulk behavior of matter and how matter changes. Topics covered include: mixtures and pure materials, structure of the atom, elements and compounds, enthalpy and entropy, acids and bases, reaction rates, bonding, balancing reactions, stoichiometry, history of chemistry, electrochemistry, and nuclear chemistry.

Physics (Core/College preparatory)

The course is designed to introduce students to the core ideas of physics in a collaborative, constructivist manner. As much as possible, problem solving and the application of physical principles are at the center of projects and activities. The curriculum looks toward the Next Generation Science Standards (NGSS) and works to develop models (especially mathematical ones) to explain the universe around us. Topics covered include: models and measurement, constant velocity, constant acceleration, forces and Newton's Laws, momentum, energy and work, simple machines, circular motion, gravitation and satellites, fluids, waves, sound, light and color, lenses and mirrors, current electricity, static electricity, magnetism, and Modern Physics.

AP Biology (Core/College preparatory)

AP Biology is structured around the 4 "Big Ideas" as determined by the College Board. Students will be expected to engage in the content in order to develop a foundational understanding of biology that supports critical and independent thinking and promotes the acquisition of new knowledge. Big Idea 1: The process of evolution drives the diversity and unity of life. Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. Big Idea 3: Living systems store, retrieve, transmit and respond to information essential to life processes. Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

AP Chemistry (Core/College preparatory)

Students will investigate important areas of chemistry focusing on atomic theory, the periodic table, bonding, molecular structure, gas laws, kinetic molecular theory, and stoichiometry calculations. Laboratory experience is extensive, and the time and effort required of students differs significantly from the usual high school science course. This course is designed to prepare students for the Chemistry Advanced Placement exam. During the second semester students continue to investigate important areas of chemistry focusing on stoichiometry equations, electrochemistry, properties of solutions, acids and bases, equilibrium, rates of reaction, thermodynamics, nuclear chemistry, and organic chemistry.

Visual and Performing Arts

The primary goal for the Visual and Performing Arts program is to nurture confidence and critical thinking through work and expression in the arts. Art is approached as a creative process that enables learners to become perceptive, reflective, appreciative, culturally aware, and civically engaged. It is also viewed as a set of media through which different learners access and/or express understanding of all other academic skills and knowledge. Visual and performing arts courses guide students towards becoming proficient in visual, musical, or theatrical arts. Through the arts, students also develop procedural discipline with which they improve the quality of their thinking and mastery across disciplines. Classroom experiences and student-created projects and events allow the Larchmont arts courses to work across the curriculum, bringing every subject to life.

Students in grades TK-5 are exposed to lessons and experiences in the visual arts and music across the strands of artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. Lessons stand-alone at times, but frequently are integrated through social studies, science, mathematics, and language arts. Visual arts and music media and skills are frequently offered as options for personal self-expression and demonstration of understanding throughout the curriculum.

At the secondary level, the major emphasis of arts courses is developing student achievement through both individual and group ensemble performances appropriately arranged for senior high school students. In addition, students in upper level visual arts courses will explore the role of the creative arts across a variety of cultures and time periods. Students will develop aesthetic appreciation for various art works and experiences, and make critical judgments of quality based on analysis.

The high school grades offer the following courses in the Visual and Performing Arts which meet the standards for A-G VAPA offerings as specified below.

Music Theory I (Core/College preparatory)

The major emphasis of this course is to develop student achievement through the visual and aural study of the vertical and horizontal aspects of music including the structure, function, and interrelationships of scales, intervals, chords, and rhythm. The course also develops the following skills: sight singing, ear training, reading and writing rhythmic and melodic notation, playing/keyboard application, analyzing chords and harmonic progressions, aesthetic appreciation, and beginning composition.

Advanced Music Theory (Core/College preparatory)

The major emphasis of this course is to develop more advanced study of the vertical and horizontal aspects of music including the structure, function, and interrelationships of scales, intervals and chords. The course also builds on the following skills begun in Music Theory 1: sight singing, ear training, reading and writing music, playing/keyboard application, analyzing chords and harmonic progressions, aesthetic appreciation, and beginning composition.

Chorus I (Core/College preparatory)

Chorus I introduces students to the study of vocal music and singing within an ensemble. Students study how to use their voice efficiently for human expression, music literacy, sight singing, listening and responding to choral works, creating artistic opinions, and improvisational activities with their voice. This class is designed for all students with or without previous experience in vocal music and prepares students for more advanced choral classes.

Advanced Chorus (Core/College preparatory)

The major emphasis of this course is to develop student achievement through singing and vocal production as a member of a choral ensemble. Instruction is offered in the various techniques involved in the use of the singing voice. The course develops the skills necessary for ensemble singing of intermediate level choral literature appropriately arranged for senior high school voices, develops skills in reading music notation, proper breathing, vocal technique, sight singing, singing expressively, and rhythm reading, and provides opportunities for growth in the understanding of musical elements as applied to the music performed. In addition, the course provides for more

highly developed aesthetic appreciation and critical judgment of recorded music.

Theater 1 (Core/College preparatory)

The purpose of this course is to give the student an appreciation of and experience in theater as an art form. The student will act in pantomimes, plays and play cuttings. Students will be introduced to technical theater, theater history and culture. The student will read, write and evaluate plays as well as view and discuss electronic and live performances. This course encompasses the California State Theatre Arts Standards as well as addressing standards in reading, writing, and technology.

Technical Theater (Non-core/College preparatory)

Technical Theatre deals with the principles of theatrical production: design, scenery construction and painting, props, stage lighting, sound, costuming, make-up and business applications. Practical experience is provided in each area of behind-the-scenes production. This course encompasses the California State Theatre Arts Standards as well as addressing standards in reading, writing, math, technology, and workplace skills.

Film 1 (Non-core/College preparatory)

The course is designed to enable students to understand film, television, and media from both a theoretical and production perspective, as well as from the view as to how it relates to culture and the world. By studying and analyzing films and the processes behind their creation, students in the course gain insight into the power and aesthetics of mass media, and they develop both appreciation and basic skills. Practical experience is provided in each major area of production: producing, directing, screenwriting, and post-production. This course encompasses the California State Visual Arts Standards as well as addressing standards in reading, writing, and technology.

Advanced Theater (Non-core/College preparatory)

This performance based class leads students through the collaborative process of playmaking and advanced character development. Students receive conservatory style training in acting, movement and voice and showcase their growth in a full scale production. Students learn to interpret plays dramatically, to analyze plot, genre and themes of dramatic literature. At the end of the semester, all students will have acting roles in a full length play or musical production. This class will require some after school rehearsals and will have mandatory, graded, performances for all class members.

Drawing (Non-core/College preparatory)

This course is designed to introduce the fundamentals of drawing. Students will explore techniques in realistic drawing. Students will study composition, contour, shading and proportion in graphite, pen, markers, inks, and colored pencils. Drawing is a learnable, teachable skill and the stepping-stone to art careers: Illustrator, Architect, Graphic Computer Artist, fashion designer Animator, Cartoonist and many more.

Health and Physical Education

The focus of the K-12 Physical Education curriculum is to support students in mastering fundamental movement skills at an early age. This foundation facilitates further motor skill acquisition and gives students increased capacity for a lifetime of successful and enjoyable physical activity experiences (California Department of Education, 2010). We believe that as a result of acquiring patterns of physical activity at Larchmont, our students will be more likely to maintain healthy lifestyles throughout their lives, providing physical, mental, and social benefits. The primary

goal of the Physical Education program is therefore to provide students with the necessary mastered movement skills to participate confidently in different forms of physical activity, equipping students with the enhanced self-image and positive social development to live healthy and productive lives.

In addition to the focus on mastery of foundational movement skills at the transitional kindergarten and elementary levels, students will come to think critically about health options in order to make positive choices and live in a healthy way for the rest of their lives. The curriculum consists of both direct physical activity and coursework on health and fitness issues. Students learn basic anatomy and physiology (how the body is structured and how it works), research current events related to health and disease, and come to understand the components of a healthy lifestyle. Physical activity includes team building games, specific sports (such as street hockey or volleyball), and other exercises that serve to improve endurance, energy levels and overall fitness.

Further, our constructivist approach to curriculum and instruction across the curriculum emphasizes opportunities for active learning, exploration, use of manipulatives, and other activities that utilize and develop small and gross motor skills and movement. Our affiliation with the Edible Schoolyard brings a focus to healthy eating and lifestyle, and integration of curriculum across disciplines includes physical education in addition to the other content areas. Examples of physical education integrated into our academic program include elementary students moving outdoors during mathematics instruction to play jumping games along a long number line, emphasizing number sense, positive and negative numbers, addition and subtraction, while using and developing gross motor skills and muscle strength.

Incorporating the Physical Education Model Content Standards for California, PE courses include an analysis of both the individual and global processes of change in the body, and a study of health and nutrition, fitness, and physical activity.

The high school grades offer the following courses in Physical Education, and we plan to develop additional courses as the high school grows:

PE 9 (Core/Non-college preparatory)

The purpose of this course is to help students learn more about themselves and how to maintain a healthy lifestyle. The course consists of both direct physical activity and coursework on health and fitness issues. Students learn basic anatomy and physiology (how the body is structured and how it works), current events related to health and disease, and components of a healthy lifestyle. Physical activity will include team building games, sports, and other exercises to improve endurance, energy levels and overall fitness.

Yoga (Core/Non-college preparatory)

The purpose of this course is to help students learn more about themselves and how to maintain a healthy lifestyle. Yoga helps to increase flexibility, build strength, and decrease stress. The course will consist of both direct physical activity and coursework on health and fitness issues. Students will learn basic anatomy and physiology (how the body is structured and how it works), current events related to health and disease, and components of a healthy lifestyle. Physical activity will include yoga, Pilates, aerobics, and cardio.

Strength & Conditioning (Core/Non-college preparatory)

The purpose of this course is to help provide students with the pragmatic knowledge and practice of increasing overall fitness. The course will consist of both direct physical activity and coursework on strength and conditioning practices. Students will learn basic anatomy and physiology (how the body is structured and how it works), current events related to health and disease, and components of a healthy lifestyle. Physical activity will include resistance training and metabolic conditioning.

World Languages

Larchmont Charter School provides instruction in world language across the TK-12 spectrum, and for both native and non-native Spanish speakers, so that all Larchmont students have the opportunity to move forward as speakers, readers, and writers of world languages. According to Martha Abbott, Director of Education for the American Council on the Teaching of World Languages:

“Knowing other languages and understanding other cultures is a 21st Century skill set for American students as they prepare to live and work in a global society. No matter what career students enter, they will be interacting with others around the world on a routine basis and doing business locally with those whose native language is not English. Beginning world language instruction early sets the stage for students to develop advanced levels of proficiencies in one or more languages. In addition, younger learners still possess the capacity to develop near native-like pronunciation and intonation in a new language. Finally, young learners have a natural curiosity about learning which is evident when they engage in learning a new language. They also are open and accepting of people who speak other languages and come from other cultures.” (Duke, 2007)

The Larchmont constructivist methodology is further supported by the introduction of world language instruction in the elementary years. Therese Caccavale, president of the National Network for Early Language Learning states, “Studies have shown repeatedly that world language learning increases critical thinking skills, creativity, and flexibility of mind in young students. Students who are learning a world language out-score their non-world language-learning peers in the verbal and... math sections of standardized tests” (Duke, 2007). This research supports Larchmont’s philosophy that second language learning is more of a cognitive than linguistic activity, and therefore essential in the elementary years.

All language instruction at Larchmont is developed based on the CA CCSS in World Languages. Larchmont Spanish curricula begins in the 4th-6th grades, where students understand and produce signs, words, and phrases. These skills create a solid base from which our students can move forward. The 7th-8th grade curriculum then prepares students for high school level Spanish I or II, whereby students understand and produce sentences and strings of sentences and produce paragraphs and strings of paragraphs in both oral and written exercises and demonstrations. This middle school experience allow our students to qualify for or test into Spanish II as freshmen in high school and proceed through advanced study including AP Spanish which supports students in achieving proficiency. As the high school world languages curriculum develops, we plan to offer at least two language options in Spanish, French, Italian, or Mandarin, for a total of four years of study in each language option.

In addition to Level 1 through 3 Spanish, the high school program also offers courses to native Spanish speakers. Spanish for Spanish Speakers 1 and 2 provide rigorous coursework for those students who speak Spanish in the home but need preparation in reading, writing and grammatical structures in preparation for the AP Spanish Language and AP Spanish Literature exams. Native

speaker courses utilize materials and an approach that draw on the home language and culture of native-speaking Spanish students.

The following high school world languages courses are currently offered at Larchmont. As we develop the high school program, additional courses will be developed based on student interest:

Spanish 1 (Core/College preparatory)

Spanish I is an introductory course to the language and culture of Spanish-speaking countries. The focus is on the four language skills of speaking, writing, reading, and listening. Students learn greetings, verb conjugations, basic vocabulary, pronunciation, and grammatical structures and practice using those skills to communicate in real life situations. The course is aligned with the California Curriculum Frameworks that are organized in the five areas for foreign language education: Communication, Cultures, Connections, Comparisons, and Communities.

Spanish 2 (Core/College preparatory)

This course is designed to help students take the fundamental and basic skills of second language acquisition in Spanish to the next level. Spanish will be increasingly used by students to respond to classroom commands and to participate in conversational activities. Students will be expected to take risks, actively participate and give their maximum effort on a daily basis. Throughout the class, we will discuss why learning Spanish is a key component of being successful and necessary in our society and the world. All of the activities and lessons in class will be closely aligned with the six major components of the Spanish language: reading, writing, speaking, listening, culture, and grammar. Through the mastery of these skills, students will be able to communicate effectively in Spanish, ultimately preparing students for Spanish III, higher second language acquisition, and the future.

Spanish 3 (Core/College preparatory)

In this course, students will utilize the language skills of listening, speaking, reading and writing in order to become confident and capable speakers of Spanish. Level III students will function at the Novice-High- Intermediate- Low level of proficiency by the end of the year, as defined by the American Council on the Teaching of Foreign Languages. Students continue to develop their proficiency in the language in all four skills: listening, speaking, reading, and writing. They understand short conversations and can be understood by native speakers accustomed to dealing with foreigners. Emphasis is on consistent use of the language for classroom activities. Students recount uncomplicated events and experiences orally, read short authentic material for main idea, and write about familiar topics using more complex grammatical structures. Knowledge of cultural perspectives and practices is expanded.

Latin I (Core/College preparatory)

In Latin I, students read, write, listen and practice speaking Latin. The focus of this course is reading comprehension and the aim of the first two years of Latin is to prepare students to read authentic Latin literature, both prose and poetry. Using the Cambridge Latin Course and other dynamic stories, students will recognize syntax in a natural way, as opposed to the grammar/translation method that is so often used in a Latin class. Students will also compose Latin plays, computer generated slideshows, and recite Latin through dramatic reading.

Latin 2 (Core/College preparatory)

In Latin 2, students continue to read, write, listen and speak Latin. By the end of the course, students will be able to summarize and translate authentic Latin texts with the aid of grammar and

vocabulary notes. Students will also be able to compose significantly simpler Latin in the form of skits and short plays. Students also participate in short conversations in Latin and respond to commands from the teacher by complying or verbally responding appropriately.

Latin 3 (Core/College preparatory)

Latin 3 presents students with the opportunity to continue to learn Latin by reading (adapted) selections from the masterpieces of Latin literature in chronological order (8th Century AD – 18th Century AD). Students will thus learn the building blocks of Latin, while beginning to wrestle with the great ideas on which Western Civilization was founded. Thus history and culture are integrated into the language curriculum. Frequent quizzes will monitor student progress in mastering vocabulary and grammar, while regular tests and the semester exam will focus on the students' ability to read and translate.

AP Spanish Language and Culture (Core/College preparatory)

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish, a requirement which class participation grades reflect.

Spanish for Spanish Speakers 1 (Core/College preparatory)

This is an advanced introduction to both the Spanish language and the cultures where Spanish is spoken. This course is based on a structure that provides students the opportunity to engage in meaningful learning where the emphasis is on critical thinking, collaboration, creativity and effective communication through projects reflecting real life, hands-on situations. While it is still important to study vocabulary and produce language, the focus will be directed toward student exploration and practice.

Spanish for Spanish Speakers 2 (Core/College preparatory)

In this course we will learn about the grammatical structures and conventions of the Spanish language. The course will focus on reading, writing, oral communication and listening communication in Spanish. In addition, this course will be an introduction to the cultures, communication, and comparisons, of Latin American and peninsular communities. Students will have to prepare oral presentations, work on individual and group projects, and conduct research on a variety of topics. The teacher will lead the classes in Spanish and students will use only Spanish in class.

ELD for English Learners

Identified English Learners receive individualized or small group EL support both during class time and after school. Specifically, ELD instruction is provided during Reader's Workshop in the elementary grades, during enrichment in the middle grades, and during Club/Conference time and world language and/or elective blocks in the high school grades. During these times, teachers provide ELD instruction in the four domains and address phonemic awareness, fluency, comprehension and explicit instruction in foundational literacy skills. ELD for ELs is supported

through the use of standards-aligned curricular and supplemental materials that scaffold the mainstream instructional program (e.g. Fountas and Pinnell, Everyday Math, College Preparatory Math, English in Common, NorthStar). All teachers across content areas are continuously trained in SDAIE strategies and incorporate the use of visuals and explicitly teach key academic vocabulary. All ELD curricula is selected from the AB 1802 California Department of Education approved publisher listings for English language instruction.

Innovative Curricular Components of the Educational Program

Service Learning

Service learning is woven through the Larchmont curriculum to support our mission “to instill in each student a dedication to improving the world we inhabit.” Unique to our curricular design is the presence of service learning as early as the first grade – with a focus on increasing students’ level of independence and self-direction through structured guidance in our Signature Projects in K-8 and then forward into High School and beyond (see Section 11: *Overall Curricular and Instructional Design*).

Through years of structured experiences with a focus on social justice and stewardship toward humanity and the environment, students internalize the personal responsibility to carry out the schools’ mission. Over the course of all four years of high school, community service hours are a graduation requirement for Larchmont high school students. In addition, action research, which benefits the community and is linked to each student’s junior and senior year capstone courses, serves as an integral component of the Senior Hallmark Project.

Each year, Larchmont Charter School students learn both through and about the principles of eco-literacy and social justice. This framework creates the structure through which the CA academic content and performance standards and CA CCSS are taught. The curriculum is driven forward by the Big Ideas¹¹ and presented through a standards-based, constructivist, academically integrated, project-based approach which embodies the eco-literacy concepts of interconnectedness, nested systems, cycles, flows, and balance in its design. The power of the Signature Projects and Junior/Senior Research Seminars and Senior Hallmark Project is twofold: 1) the projects are rooted in an integrated approach that is also standards-based and 2) the projects result in a focus on social justice and personal responsibility.

At the TK-8 grades, each two-year loop focuses on the development of understanding around a focal concept. Then, in the subsequent year, students put understanding into action through individual, small group, and large group activities designed to empower students, help them to develop a global outlook, and focus on personal responsibility to oneself, the larger social community, the earth, and our natural resources. Each loop results in a project rooted firmly in the skills and concepts of the grade level standards, in which students select a course of action and a beneficiary or goal.

The Junior Research Seminar and Senior Hallmark Projects include a written senior thesis grounded in thorough, college preparatory level research, a connected/related service component, an oral presentation to a panel of faculty and community members, and the integration of new media and technology into one or more of these components. The seminar teacher - who is fully credentialed

¹¹ <http://www.ecoliteracy.org/books/big-ideas-linking-food-culture-health-and-environment>

- monitors the service component, which is action-research based. For example, a student who is conducting research on the value of arts education in urban elementary schools might volunteer to work with a school music program in order to both support the program (community service) and gain first-hand understanding of the challenges and benefits of arts education (action research). Students are also permitted to complete the service requirement at a location or entity of their own choosing in the evenings and on weekends outside of school hours. Hours are logged and tracked by the student and submitted to the seminar teacher. The service/research experience is embedded in both the writing and oral presentation of the final Hallmark Project. The certificated teacher approves and coordinates all service projects taking place outside of the school day. Standard permission slips and liability waivers that explain the nature of the project and provide basic information about the community non profit organization are utilized for off site service. The Signature Projects and Senior Seminar and Hallmark Projects exemplify Larchmont's unique approach to combining a standards-based curriculum with constructivist instructional strategies to educate and develop the whole child.

Clusters and Grade Levels	BIG IDEAS: Principles of Eco-Literacy and Social Justice
TK – 1 st	Networks: All members of an ecological community are interconnected in a vast and intricate network of relationships called the web of life. Their very existence is derived from these relationships.
Kindergarten	Interconnections: The Plant and Animal Kingdoms The plant kingdom and the animal kingdom are deeply interconnected. They support each other and depend upon each other.
First Grade	Stewardship: Our Responsibility to Our Ecological Community As members of the animal kingdom, humans have a responsibility to support and contribute to the well being of the animal and plant kingdoms, as well as the earth on which these kingdoms exist.
2 nd – 3 rd	Nested Systems: All systems occur in multileveled structures. Systems are nested within systems. Each system is an integrated whole, while being a small part of a larger whole.
Second Grade	Nested Communities: Home/Family; Class/ School People live in communities that are nested within other communities. People play critical roles as “heroes” and “leaders” within all of these layered communities.
Third Grade	Stewardship: Our Responsibility to Our Local Community Our smaller communities are dependent on the health and success of the larger communities in which they exist. As responsible citizens, we must look beyond our immediate surroundings and contribute meaningfully to our neighborhood, city and state.
4 th – 5 th	Cycles and Flows: All members of an ecological community exchange resources in continual cycles and require a continual flow of resources to stay alive.
Fourth Grade	Resources: Resources such as energy, information, land, food, etc transfer between multiple members of a system, across space and time. Events and occurrences in one system flow into the next in continuous cycles.
Fifth Grade	Stewardship: Our Responsibility to Our Global Community People are responsible for monitoring the use of natural resources and human

	resources, and considering the impact of their actions and choices on the global ecological community, across space and time.
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6 th	Development and Learning: The unfolding of life, across all species, involves the interplay of creativity and mutual adaptation, in which organisms and environment co-evolve.
Sixth Grade	Learning: Discovering Myself as a Learner and Community Member Individuals come to understand themselves as unique beings and how they can coexist with others in unique settings through adaptation and adjustment. Both people and the environment can adapt, and when they do so responsively to each other, they co-evolve.

7 th – 8 th	Dynamic Balance: The ecological community maintains and organizes itself through feedback loops that determine necessary fluctuations to create balance.
Seventh Grade	Personal Balance/Community Balance: As individuals become aware of imbalances at any level of their nested system of social or environmental communities they can seek out processes to organize and rebalance those systems.
Eighth Grade	Stewardship: As responsible citizens of the world we must contribute to creating balance across global ecological communities, both social and environmental, in order to insure social justice in the world for all people and contribute to the sustainability of the earth.

9 th – 12 th	Junior/Senior Seminars and Hallmark Project
Junior/Senior Seminars and Hallmark Project	<p>Students select one of the following disciplines, which were chosen based on knowledge of the current group of students we serve and their interests, and are subject to change as the program evolves:</p> <p>Fine Arts: Painting, sculpture, architecture, music and poetry, with performing arts including theater and dance and additional forms, such as film, photography, conceptual art, and printmaking.</p> <p>Social Justice: The ability people have to realize their potential in the society where they live, and the societal institutions that enable people to lead a fulfilling life and be active contributors to their community.</p> <p>Science: The systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about our world and the universe.</p> <p>Literature / Philosophy: Exploration of the connections between literary and philosophical studies by investigating ideas on the aesthetics of literature, critical theory, and the philosophical interpretation of literature.</p>

Clusters/Looping/Mixed-Age Learning

Two of the most distinctive aspects of the Larchmont instructional structure are clustering grade levels and teaching in multi-year loops. These strategies have multiple benefits. They cater to the needs of developing students, create a strong professional team among teachers, build supportive teacher-student relationships, and enhance the meaningful, action-based learning that occurs in the

integrated projects that make up much of our curriculum.

A “cluster” refers to classes that span two or three grade levels. Each cluster is housed in proximity to each other. Students are mixed together in various configurations across different academic and enrichment activities; teachers plan together and share curriculum for the two-year spectrum. This occurs for TK-5 for no more than one subject per grade level for no more than one hour a day as a way to allow for differentiation. All teachers involved are multi subject credentialed and highly qualified when regrouping or team teaching compliant with the State definition. “Looping” refers to the experience of our teachers who stay together with a class of students across two grade levels, and then loop back to teach a new class as it enters the two-year cluster. Looping has existed in educational settings for decades and has been associated with many academic benefits (Brown, 1997), including:

- Teachers gain extra teaching time;
- Teacher knowledge about a child’s intellectual strengths and weaknesses increases in a way that is impossible to achieve in a single year;
- Long-term teacher/student relationships improve student performance; and
- Long-term teacher/student relationships improve job satisfaction for teachers.

Socially, students benefit as well (Brown, 1997):

- Students have reduced apprehension about the new school year and the new teacher after the first year;
- Students reap benefits from time spent on developing social skills and cooperative group strategies in subsequent years;
- English Language Learners adjust to their new school and become comfortable with their teacher, developing confidence in their newly acquired language; and
- Long-term relationships result in an emotional and intellectual climate that encourages thinking, risk-taking, and involvement.

Across our TK-8 campuses, clusters, looping, and mixed age opportunities supports student learning across the curriculum with particular focus in ELA, mathematics, and the integration of enrichment classes to support academic and social/emotional growth and learning. Two High School Deans loop with students every two years; students have the opportunity to bond with faculty through clubs, performing arts, and athletics, and electives are mixed grade classes open to 9-12 graders. Furthermore, math course placements are based on where a student’s skill level falls, not what grade the student is in.

The Edible Schoolyard at Larchmont

In 2009, the Larchmont Charter School was honored to become one of the few schools in the nation affiliated with Alice Waters’ Edible Schoolyard program. The mission of the Edible Schoolyard, as conceptualized by Waters, is to teach essential life skills and support academic learning through hands-on classes in an organic garden and kitchen classroom. The Edible Schoolyard curriculum is meant to be fully integrated into the school day and to teach students how their choices about food affect their health, the environment, and their communities.

Larchmont’s implementation of the Edible Schoolyard unifies our community around the themes and values of the program: eco-literacy, active life-based learning, community involvement, and

healthy lifestyles. By providing experiences that demonstrate the relationship between the garden and kitchen, Larchmont's edible schoolyard program fosters appreciation of how the natural world sustains us and promotes the environmental and social well being of our school community and beyond.

The manifestation of the Edible Schoolyard at the Larchmont is a comprehensive organic gardening program on our urban public school grounds. The opportunities enhance our students' learning experiences in several ways. They are woven through our Signature Projects, Service Learning activities, Enrichments and Electives, lunch, and the After School Program. It creates a rich environmental and biological science program from K-12. It allows for a deeply integrated curriculum across all academic and social areas. And it supports our constructivist project-based curriculum through meaningful hands-on exploration in the garden and kitchen. Finally, it provides a seasonal, delicious and nutritious hot lunch program to support our students' health and wellness.

Commitment to Spoken Word, Speech, and Debate

Larchmont's TK-12 curriculum places a strong focus on supporting the development of students' use of spoken word. Through the constructivist lens, oral language provides an avenue for sharing, processing, and understanding information that creates a valuable avenue for all our learners. Our curriculum focuses on actualizing the elements of our ESLRs including a focus on effective communication. Our students have demonstrated cognitive and behavior outcomes including improved reading, listening, speaking, and writing skills; improved critical thinking skills; intellectual curiosity and increased motivation as a result of their participation in speech and debate competitions.

At the high school level, students use spoken word and oral language in regular class presentations and Socratic seminars. All students are expected to formally defend their Junior Research Seminar Research proposal as well as their Senior Hallmark Project findings. Seniors will present their culminating Hallmark Project at a conference, displaying their learning through a variety of media. As members of the National Junior Forensics League, our teachers from TK-8 access, implement, refine, and personalize the lessons, strategies, and units of study that develop oral language skills in students. At the middle school level, oral language skills are strategically woven into projects, units, lessons, and demonstrations of knowledge to support varied learners and develop articulate and confident students who can state their beliefs, defend their ideas, voice concerns, and contribute to meaningful discussions in order to learn and to impact the world around them.

Specifically, the three categories of resources are connected meaningfully to core academic learning both in class and throughout the Signature Projects. The six categories of "Performance of Literature" (e.g. storytelling, poetry, prose, dramatic interpretation, humorous interpretation, and duo interpretation) play a significant role in the assignments and projects throughout ELA and support the developing skills of our EL population. The four categories of "Public Speaking" (i.e. original oratory, extemporaneous speaking, declamation, and impromptu) are woven into student life, as well as the curriculum of history and ELA. The skills and strategies of debate, including spontaneous argumentation, policy, and Lincoln-Douglas become significant means of expressing understanding and defending viewpoints in both the hard sciences and social sciences.

For those students who are particularly drawn to the speech and debate experiences, we offer the opportunity to take part in Forensics Club, Debate Club, and Poetry Slam Team in our after school program (K-8) and high school extracurricular offerings. Here, students identify and prepare pieces for presentation at regional, state, and national competitions.

Intervention and Enrichment Programs

Accelerated Math and Math Workshop

A constructivist approach requires that we focus on adapting instructional practices to the unique styles of different learners. Across the 3rd through 8th grades, math content material shifts dramatically from being predominantly concrete to being increasingly abstract. Simultaneously, students progress through levels of cognitive development in which their mathematical-logical thinking skills, processing strategies, and self-concept and confidence transform. We find that students are most successful and responsive to instruction that is geared toward their particular needs, level, pacing, and approach. Some students are engaged more meaningfully when the pace is rather quick, and challenges come daily. Others relax and find their learning “comfort zone” when the pace is moderate and review is built in routinely. Still others need repeated opportunities to incorporate new math skills and concepts into their thinking to the level of proficiency. We see all three kinds of math learners and all can experience success. For these reasons, we offer varied approaches and mixed-age opportunities for learning in mathematics in the 4th through 8th grades through our Mathematics curriculum, our Accelerated Math program, and our Math Workshop.

Everyday Mathematics (K-5) and College Preparatory Mathematics (6 and up) are the math programs in place in our curriculum. Both are aligned with CA CCSS, but also introduce subject matter prior to the years in which mastery is expected, and in this way offer a challenging program of study. Through these programs and our teachers’ curricular projects, all of our students have the opportunity to learn through varied mathematical approaches that appeal to different kinds of thinkers and learners. All of our students take part in creative, life-based mathematics projects that take math off the paper and apply it to real life situations.

Placement in Accelerated Math is decided through collaboration with the school, student, and family and is reassessed each year based on the present levels, academic needs, and personal choices of the student. We offer students the opportunity to “accelerate” through a year of mathematics in one summer and then enroll in a math class one grade-level higher in the subsequent year. The summer work is supported by optional tutoring sessions. The school evaluates students’ summer work to determine placement in the Accelerated Math program. After any year in accelerated math, a student may remain one grade level ahead in mathematics, or may return to grade level math if needed.

Math Workshop is an intervention program designed to support the struggling math student through two summers of support work positioned around a year of enrollment in a hybrid section of grade level mathematics with built in review and remediation. Offered in the middle school, the family of a student who is recommended for Math Workshop receives an invitation and signs a contract to support their student through 1) participation in summer intervention sessions and independent review work, 2) enrollment in the Math Workshop class section, 3) participation in math electives and after school support sessions, and 4) a follow up summer session to secure new learning and move forward successfully back into the grade level mathematics curriculum the subsequent year.

Enrichments and Electives

At Larchmont, our constructivist approach focuses on students’ natural and varied approaches to learning and understanding. We recognize that students “construct their own understanding” through various activities and experiences. Thus, a rich assortment of learning experiences not only

exposes students to new skills and opportunities, but supports learning in the core academic areas as well. In addition to a breadth of enrichment classes at every grade level, enrichment teachers also assist the teachers periodically throughout the week in core academic classrooms to support the integration of various learning styles throughout the curriculum.

In TK-3rd, all of our students take part in a variety of enrichment classes; every student participates in music, art, physical education, gardening, and cooking classes. In 4th-5th, students' enrichments are expanded to include Spanish language instruction as well as a variety of offerings in spoken word such as storytelling, puppetry, and improvisation. In 6th-8th, students continue with physical education and Spanish enrichment classes. In addition, an enrichment program begins which allows students to select their own classes for two periods a week. Enrichment courses last for a trimester each, thus allowing students to sample six different enrichment courses each year. Our goal is to allow students a chance to dive deeply into areas of interest or explore new and unknown skills and talents as they plan for their elective path through the high school years. Enrichment courses in middle school include a wide variety of visual and performing arts, yoga, running, computer programming, creative writing, photography, cooking, gardening, Fantasy Football, academic support, and much more.

In addition, all TK-8 students have access to an assortment of enrichment classes and clubs after school as a part of the Larchmont "After Class Enrichment" Program (ACE). After school clubs, across TK-8, include Chorus, Band, Debate, Yearbook, Gardening, and more. In addition, rotating after school Enrichment Classes enhance programming and opportunities in areas such as Dance, Yoga, Karate, Chess, Computer Programming, and Cooking.

In the high school, students have the opportunity to complete A-G elective courses in Music, Chorus, Theater, Film, Creative Writing and Journalism. Additional courses in Visual and Performing Arts and the Sciences will be added as the school grows. The daily high school schedule also includes a Club/Conference period where students can receive standards based targeted English Language Development support, academic support, and academic or college counseling. Student enrichment clubs also meet at this time. Current students have taken the initiative to secure faculty advisors and found clubs that match their interests, such as the Economics Club, Book Club, Guitar, Debate, Mentorship and Volunteer Clubs. In addition, the school's Student Leadership and Yearbook groups meet during this time. After school opportunities include athletics, peer tutoring, dance and drumming.

13. Curricular & Instructional Materials and Course Offerings

Larchmont Charter School currently uses the following materials aligned with the California state content and performance standards, including CA CCSS, to deliver the curriculum. In years ahead, resource selection may change, upon a thorough review of a curriculum adoption committee comprised of faculty and leadership, and all curricular and instructional materials will be aligned to state content and performance standards, including CA CCSS.

TK-8 Curricular and Instructional Materials		
Subjects	Chosen Curriculum & Texts	Relationship to State Standards / Common Core
Language Arts	Fountas and Pinnell Phonics and Word Study (TK-3); Words Their Way (TK-3); Lucy Calkins Units of Study for Teaching Writing (K-6)	State-Board Adopted Materials, CA CCSS Aligned
English Language Development	Teacher-developed curricular materials	CA CCSS Aligned
Mathematics	Everyday Mathematics (K-5) College Preparatory Mathematics (6-8+)	CA CCSS Aligned
Science	FOSS Kit + Science Resources book (K-5) GEMS Kits (4-5) Life Lab –The Growing Classroom (4-5) Exploratorium Lesson Guides (4-5) Project-Based Inquiry Science, “It’s About Time” (6-8)	FOSS is a standards-based program that is currently aligned with the CA Science Standards. In 2015, Larchmont will adopt new FOSS materials aligned to the Next Generation Science Standards (NGSS).
History / Social Science	A History of Us – PBS (4-5) America Will Be – Houghton Mifflin (5) History Alive! – TCI (6-8)	Aligned to state content and performance standards
Physical Education, Health	SPARK Physical Education Curriculum (TK-3)	Aligned to state content and performance standards

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Language Arts	<p>Grade level appropriate literature as designated by CA CCSS (www.corestandards.org/assets/Appendix_B.pdf)</p> <p>Sample Novels: <i>The Book Thief, Lord of the Flies, Mythology Anthology</i></p>	<p>Grade level appropriate literature as designated by CA CCSS (www.corestandards.org/assets/Appendix_B.pdf)</p> <p>Sample Novels/ Plays: <i>The Glass Menagerie, A Long Way Gone: Memoirs of a Boy Soldier</i></p>	<p>Grade level appropriate literature as designated by CA CCSS (www.corestandards.org/assets/Appendix_B.pdf)</p> <p>Sample Novels/ Plays: <i>Native Son, Their Eyes Were Watching God, The Crucible</i></p> <p>English 11 Textbook: “They Say / I Say”: The Moves That Matter in Academic Writing / Edition 2 ISBN: 039393361X January 2010 Norton, W. W. & Company, Inc.</p> <p>AP Language and Composition Textbook: The Language of Composition: Reading, Writing, Rhetoric ISBN-10: 0312676506</p>	<p>Grade level appropriate literature as designated by CA CCSS (www.corestandards.org/assets/Appendix_B.pdf)</p> <p>AP English Literature Textbook: Thomson Learning/Wadsworth Literature: Reading, Reacting, Writing, 5th Ed. Kirschner, Mandell 1413008011 2004</p>

Math	<p>Geometry Textbook: College Preparatory Math (CPM) CORE CONNECTIONS Geometry</p>	<p>Algebra II Textbook: College Preparatory Math (CPM) CORE CONNECTIONS Algebra II Connections</p>	<p>Pre-Calculus Textbook: College Preparatory Math (CPM) CORE CONNECTIONS Pre- Calculus with Trigonometry</p>	<p>Calculus AP Calculus Textbook: College Preparatory Math (CPM) CORE CONNECTIONS AP Calculus,</p> <p>AP Statistics: Bock, David E., Paul F. Velleman, and Richard D. DeVeaux. <i>Stats: Modeling the World</i>, 3rd edition, 2009. Boston: Pearson/Addison- Wesley.</p>
Science	<p>Biology (Lab Science) Textbook: Miller, Kenneth R., and Joseph S. Levine. <i>Miller & Levine Biology</i>. Boston, MA: Pearson, 2010.</p> <p>AP Biology Textbook: Campbell AP Biology, Pearson</p>	<p>Chemistry (Lab Science) Textbook: Modern Chemistry: 2011 HOLT MCDUGAL</p> <p>Supplement: Active Chemistry, 2nd Ed., It's About Time Pub.</p>	<p>Physics (Lab Science) Textbook: Glencoe/McGraw-Hill Physics: Principles and Problems, CA Ed. Zitzelwitz, et al. 9780078787386 2007</p>	<p>AP Chemistry Textbook: Brown, Theodore E., et al. <i>Chemistry: The Central Science</i>. 13th edition, 2014. Upper Saddle River, NJ: Pearson Education, Inc.</p>

Subject Area	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.
English Language Arts	English Language Arts 9	English Language Arts 10	English Language Arts 11	English Language Arts 12	English Language Arts 11	English Language Arts 12	English Language Arts 11	English Language Arts 12
	Creative Writing							
Mathematics	Geometry	Algebra 2	Algebra 2	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus
	Algebra 2	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus
Science	Biology	Chemistry	Physics	AP Chemistry	Physics	AP Chemistry	Physics	AP Chemistry
			AP Biology	AP Chemistry	AP Biology	AP Chemistry	AP Biology	AP Chemistry
History-Social Science	Geography	World History	U.S. History	AP U.S. Government	U.S. Gov't	Econ	U.S. Gov't	Econ
				U.S. Gov't	Econ	U.S. Gov't	Econ	

World Languages	Spanish 1 (2 nd Language Offering; Currently Latin 1;)	Spanish 2 (2 nd Language Offering; Currently Latin 2)	Spanish 3 (2 nd Language Offering; Currently Latin 3)	AP Spanish Language
	Spanish for Spanish Speakers 1	Spanish for Spanish Speakers 2	AP Spanish Language	AP Spanish Literature
Physical Education	PE 9, Yoga, Strength and Conditioning			
English as a Second Language	ELD instruction is integrated across content areas			
Visual/ Performing Arts/ Electives	Chorus 1, Advanced Chorus, Theater 1, Film, Technical Theater, Harmony (Music Theory)			

14. Instructional Methods and Strategies

The instructional methods and strategies employed at Larchmont Charter School all stem from our interpretation of constructivism into classroom teaching and learning. Utilizing methods and strategies with years of research supporting their effectiveness, Larchmont teachers engage students with interdisciplinary, inquiry-based learning opportunities that engage their minds and increase their interest and understanding. Careful attention to scheduling supports quality instruction and meaningful learning by providing students with longer blocks of time.

Our constructivist approach provides “real life” applications that enrich and solidify learning for all students, including English Learners and students experiencing academic difficulty. High levels of engagement for learners of varied ability levels and from diverse backgrounds have been cited in several studies about the effectiveness of project-based learning (Darling-Hammond et al., 2008; Ravitz, 2009; Thomas, 2000). As mentioned in Section 1: *Community Need for Charter School*, our instructional design has proven successful with our current student population as measured by the California State Test (CST) and other measures.

Interdisciplinary Instruction and Curriculum

Integrating instruction and curriculum across academic disciplines has been proven beneficial repeatedly over the last three decades through studies focused, specifically, on the integration of ELA skills with science (Cervetti, Pearson, Barber, Hiebert, and Bravo, 2007); integration of math, science, and technology in programs such as STEM (Satchwell and Loepp, 2002; Wicklein and Schell, 1995); integration of the arts throughout academic study (Catterall, Dumais, and Hampden-Thompson, 2012); integration of ELA and the social sciences through core blocks of humanities (Aschbacher, 1991); and integration of service learning opportunities with real-life applications (Furco and Root, 2010). The shift to the CA CCSS has now supported interdisciplinary integration of the arts, technology, and specific reading and writing skills.

Larchmont has focused on integration of instruction through its curricular planning and instructional strategies in multiple ways. Project-based instruction, through our TK-8 Signature Projects and ongoing learning opportunities in grades 9-12, including the Senior Hallmark Project provide the basis for curriculum planning. Dedication to shared planning time across grade levels allows teachers, even in the middle and high school with Single Subject academic training, to share information and strategies to support integrated studies. Integration of service learning requirements into the academic program in TK-12 keeps student learning focused on the connections between the action opportunities and the specific content and skills that support it.

Meaningful, Engaged Learning

Decades of research illustrate the benefits of inquiry-based and cooperative learning to help students develop the knowledge and skills necessary to be successful in a rapidly changing world. (Barron and Darling-Hammond, 2008). Further, project-based learning has been demonstrated to be superior for supporting long-term retention, skill development and satisfaction among students and teachers, as measured by standardized exams (Strobel, J. & van Barnesveld, A., 2009). Larchmont's interpretation of the theory of constructivism into opportunities for meaningful, engaged learning translates into increased mental and physical engagement in learning for students from TK-12.

In the elementary years, we see increased use of manipulatives in mathematics, hands-on experimentation in science, and use of the arts (visual and performing) for demonstrations of learning in the humanities. Each strategy increases engagement by allowing individual learners to connect to learning through varied senses, relate learning to real-world scenarios, and engage in exploration and experimentation to learn through personal experiences.¹² In middle and high school years, extensive use of the Socratic Seminar supplements these strategies, and learning units are structured around Essential Questions. Socratic Seminars value the power of asking questions and prize inquiry over information and discussion over debate. Socratic seminars acknowledge the highly social nature of learning and align with the work of John Dewey, Lev Vygotsky, Jean Piaget, and Paulo Friere. Because of the meaningful and relevant nature of the Larchmont learning environment, students' natural curiosity is peaked and students are inspired to answer questions about the world around them, reality, self-awareness and more.

Time for Engagement

Across grade levels, Larchmont employs various interpretations of block scheduling. In addition to serving as a more efficient way to utilize valuable school resources, block schedules have been shown to have advantages for teachers and students by allowing time for greater focus of instruction, time to develop and build stronger relationships, increased flexibility for creative approaches such as co-teaching, interdisciplinary strategies, and small group learning structures (Irmsher, 1996; LAB at Brown University, 1998).

In the elementary years, "project" time is built in to scheduling, in which teachers engage students in active learning through multi-subject integrated projects with particular focus on the sciences, social sciences, and the arts. These blocks of time tend to range from 45-90 minutes. The middle school utilizes a modified block schedule to allow for class times of 65-70 minutes, increased learning

¹² Strobel, J. & van Barneveld, A. (2009). "When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms," *The Interdisciplinary Journal of Problem-based Learning*: 3(1), 44-58.

opportunities across the arts, physical education, Spanish language instruction, and the introduction of enrichment classes providing greater student choice.

The high school schedule supports academic rigor and student success through an eight-block alternating (A/B) day schedule. High school classes are 90 minutes long and students are able to take eight courses over the course of the year rather than the traditional six. Classes meet every other day, four each day, for a total of eight classes. The eight-block schedule allows students more opportunities to take AP courses and electives. In addition, the longer 90-minute periods allow teachers and students to complete labs and fully engage in rich inquiry-based, seminar style humanities courses. As classes meet every other day, students have more time to process information and complete assignments, and are introduced to the experience of their classes not meeting daily (as will be the case in college). The eight-block schedule allows for a deeper level of engagement and more meaningful academic experiences in addition to the opportunity to undertake a greater breadth of study.

15. How the School's Instructional Methodologies and Curriculum Will Ensure Mastery of the California CCSS and Other State Content Standards

Larchmont Charter School instructional methodologies, curricula, and courses have been aligned to the new California Common Core State Standards (CA CCSS) and other state content and performance standards, including the Next Generation Science Standards, and in the high school grades, are college-preparatory. Our faculty receives training and guidance in continually refining curriculum and teaching practices aligned to the CA CCSS and other state content and performance standards. Through ongoing professional development, collaboration, and support, Larchmont teachers develop a broad toolbox of strategies, and become experts at aligning those strategies to the standards and assessments for units, lessons and projects.

In addition, every grade level has a “Standards Tracker” in order to map out the explicit integration of the standards referenced above in our constructivist-driven curriculum. School leaders provide feedback to faculty-created Standards Trackers for adequate depth, breadth, and rigor. In addition, instructional leaders review formative and summative assessments for depth and complexity as well as incorporation of a variety of learning modalities. The scope and sequence of academic standards at Larchmont may be modified as necessary and/or appropriate to reflect changes to state and national standards.

Through a project-based structure, students receive both individualized support and instructional strategies as they work to master the interrelated skills and knowledge in the content and performance standards. This approach leads to student mastery of higher level thinking skills. Students deeply understand what they learn, and interdisciplinary reading, writing, spoken language and arts foster this mastery. Within this context, EL students have many scaffolded opportunities to use English purposefully and interact with content and ideas in meaningful ways. Students performing below grade level receive instructional supports for learning based on the principles of Universal Design for Learning (UDL) that engages students in presenting information in multiple ways and allows for diverse avenues of action and expression. Teachers provide this extra support and scaffolding through in-class strategies, team collaboration, as well as after school support programs, including online adaptive programs designed to remediate basic skills.

Larchmont approaches curriculum design with the following criteria:

- Align curriculum to the California Common Core State Standards (CA CCSS) and other state content and performance standards;
- Apply principles of Universal Design to provide access and adequate challenge to our full range of diverse learners;
- Ensure rigorous instruction, leverage the use of technology as a tool;
- Provide many opportunities for students to participate in oral presentations of their learning in both individual and group settings;
- Include student input on the design of CA CCSS-aligned project rubrics;
- Provide learning opportunities to deepen connections to the academic content and performance standards, including CA CCSS through regular instruction in the arts, elective opportunities and clubs;
- Integrate connections to social-emotional supports such as Council with a focus on college and career readiness; and
- Include a service-learning program that combines rigorous academic pursuits with real world experiences, focused on social justice.

16. How the Instructional Program will Support Student Development of Technology Skills and Student Use of Technology

Larchmont Charter School is committed to ensuring that all students have the technology access and skills to thrive in the 21st century. Research indicates 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). To that end, Larchmont students have opportunities to interact with technology to enhance creativity and innovation, communicate and collaborate with others, do research and advance their information fluency, promote critical thinking, problem solving and decision making skills, develop an understanding of the responsibilities and possibilities of digital citizenship, and to trouble-shoot and utilize technology operations and design concepts.

By the time they graduate, students will be able to:

- Access technological resources to represent learning in creative and compelling ways in order to be competitive as students in top colleges and universities;
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats;
- Use the Internet to conduct online research with an understanding of how to discern whether or not information is valid and reliable;
- Use technology to gather information, discern its relevance and reliability and use it to solve problems extend their understanding of new ideas, and include relevant information in presentations;
- Maintain safe, legal, and responsible practices and use of information and technology; and
- Articulate the drawbacks of inappropriate use of technology as it applies to student safety and responsible academic behaviors.

In order to provide our students with access to technology, we will aim to invest in equipment (e.g. computers, tablets, and peripherals) and personnel (i.e. Director of Facilities and Technology) with the goal of attaining a 2:1 student-to-computer ratio by the end of the charter term and at all times

ensuring sufficient technology for students to take State test online. The Common Core Coordinator and Director of Technology partner with Site Administrators to ensure students have the needed access and familiarity with technology for online State testing.

17. Graduation Requirements

All of Larchmont's courses have been designed in alignment with the state content and performance standards, including CA CCSS. In order to graduate, students are required to successfully complete a minimum of 230¹³ credits in four years in grades 9 through 12 and meet proficiency standards as determined by the State of California, including passage of CAHSEE. Graduation requirements have also been designed to meet the UC/CSU A-G requirements, as shown here. All courses offered, with the sole exception of P.E., meet A-G requirements:

	Subjects Required for Graduation	Larchmont Course Offerings [Required Credits for Graduation All year-long courses unless identified as 1 semester]	UC/CSU Course Requirements
A	History/Social Science: Four (4) years, including one year of world history and cultures, one year of historical geography, one year of US history and one-half year of American Government and one half year of Economics.	Geography World History AP World History U.S. History AP U.S. History Economics (1 semester) U.S. Government (1 semester) AP U.S. Government (1 semester) [40 credits]	Two (2) years
B	English Language Arts: Four (4) years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.	English 9 English 10 English 11 AP English Language English 12 AP English Literature Journalism Creative Writing Women's Literature (1 semester) Poetry (1 semester) [40 credits]	Four (4) years
C	Mathematics: Three (3) years of college preparatory mathematics that include topics covered in elementary and advanced algebra and two-and three-dimensional geometry.	Algebra* Geometry Algebra II Pre-Calculus AP Calculus AB AP Calculus BC AP Statistics [30 credits]	Three (3) years (4 years recommended)

¹³ During the 2012-2013 school year, the first graduating cohort, the Class of 2016, was not offered a history course. Students in this cohort will be expected to complete a minimum of 220 credits for graduation.

D	Laboratory Science: Three (3) years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.	Biology Chemistry Physics AP Biology AP Chemistry [30 credits]	Two (2) years (3 years recommended)
E	Language¹⁴ Other Than English: Two (2) years of the same language other than English.	World Language I World Language II World Language III AP World Language Spanish for Spanish Speakers I Spanish for Spanish Speakers II [20 credits]	Two (2) years (3 years recommended)
F	Visual & Performing Arts¹⁵: Two (2) years, including dance, drama/theater, music, or visual art.	Chorus I Advanced Chorus Theater I Film Advanced Theater Music Theory I Advanced Music Theory Drawing [20 credits]	One (1) full year course
G	College Preparatory Electives: For UC/CSU, one (1) year 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.	(See A-F courses above) [10 credits]	One (1) year
	Physical Education Two (2) years Physical Education	Physical Education 9 Yoga Strength & Conditioning [20 credits]	
	Graduation Seminar	Junior Research Seminar Senior Research Seminar	
	Community Service	100 hours [20 credits] (non-transferable)	n/a
	Total Minimum Credits	230	

The Larchmont high school grades 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 guides students as they prepare for, apply to and select the college or university that best fulfills their long-term goals. Students and their families begin on this path as freshmen and receive ongoing support through their acceptance and commitment to the college or university of their choice.

The following table outlines the various programs and services Larchmont offers high school students to ensure they are college and career ready:

¹⁴ We plan to offer at least two World Language course options in Spanish, French, Italian, and/or Mandarin, for a total of four years of study in each world language.

¹⁵ Students may select Visual & Performing Arts or College Preparatory Electives during any given semester ensuring that they fulfill the minimum requirements for each according to the A-G requirements.

9th & 10th Grade	<ul style="list-style-type: none"> • Parent/Guardian & student orientation meetings to provide information on the college admissions and preparation process (including financial preparation). • Annual review of each student's class schedule (more frequently if needed on a case by case basis) to ensure they are prepared to successfully complete the appropriate college-preparatory courses and are on track for graduation and college admission (Individual Graduation Plan). • Ongoing college and career counseling. • Provision of PSAT (Preliminary Scholastic Assessment Test) information including test dates, registration, and fees. • On site administration of PSAT to all 10th graders. • AP World History and AP World History exam available to 10th graders. • Collaboration and counseling with students to plan and provide recommendations for summer enrichment opportunities that enhance student college application profiles.
11th Grade	<ul style="list-style-type: none"> • Parent/Guardian & student meetings to provide an overview and timeline for college admissions, application process and requirements. • Provide financial planning workshops for interested families. • Review of each student's class schedule to ensure they remain on track to graduate and successfully apply to college; update Individual Graduation Plan. • Ongoing college and career counseling. • Assist students with registering for college entrance examinations (SAT Reasoning or ACT and SAT Subject Tests.) • On site PSAT and SAT administration. • 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 and scholarship application process. • Assist students with development of resume and portfolio of accomplishments and extra-curricular activities including service-learning and summer enrichment opportunities.
12th Grade	<ul style="list-style-type: none"> • Parent/Guardian meetings to inform parents on the college application process and college selection. • On site SAT administration. • Provide financial planning workshops for interested families that provide information about the FASFA, college scholarship and loan information. • Review of each student's class schedule to ensure they continue to be on track to graduate and successfully apply to college; update Individual Graduation Plan. • Ongoing college and career counseling. • Individualized student counseling throughout the college application process. • Process admissions application for every senior, including personalized letters of recommendation. • Additional financial aid advising as students make decisions about which college to attend and support with scholarship identification and application process.

Credit Recovery Opportunities

In order to ensure that all students graduate on time having completed A-G and graduation requirements, Larchmont Charter School makes credit recovery options available for students. Our full-time counselor is responsible for monitoring transcripts, and devises individualized plans for all students at risk of not graduating with the required courses. We utilize accredited online credit recovery programs such as APEX to deliver high-quality, A-G certified online courses. Students complete credit recovery classes both during the summer and regular school year, as the eight-class schedule provides opportunities for intervention. In urgent situations (e.g. graduating seniors, or 11th and 12th graders who enroll late in the year and hold substantial credit deficits), additional credit recovery opportunities may be provided during elective blocks. The college/career counselor meets with all transfer students upon enrolling to develop their Individual Graduation Plan and ensure they are supported through the transition both academically and socially.

18. Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

In April 2011, the Western Association of Schools and Colleges (WASC) granted Larchmont Charter School a six-year accreditation (the maximum possible) after an intensive review. The visiting committee report recognized the significant progress Larchmont has made in carrying out its action plan, commending Larchmont Charter School for:

1. Extensive evidence that the Larchmont Charter School Board of Directors shares a strong commitment and common understanding of the major goals, priorities, and objectives for the school;
2. Ascribing value to the creativity of teachers yields a rich educational experience as evidence by the positive effects related to the inclusion of the arts, music, etc.;
3. The collaboration between teaching teams deepens curricular cohesion and each contributor adds their joy, insight, and inspiration to the final design; and
4. A team-oriented approach to reviewing a variety of assessments to support student achievement.

As a part of the six-year accreditation, Larchmont Charter School will undergo a midterm review in the fall of 2014. During this review, Larchmont leadership and staff will present a written report outlining the progress made in implementing the school-wide action plan. Larchmont will seek to renew another six-year accreditation cycle during the 2016-2017 school year, during which time the school will participate in another thorough self-study and in-depth review addressing: 1) Organization, 2) Standards based Student Learning Curriculum, 3) Standards-based Student Learning Instruction, 4) Standards-based Student Learning Assessment and Accountability, 5) School Culture and Support for Student Personal and Academic Growth.¹⁶

¹⁶ http://www.acswasc.org/pdf_cde/InitialVisitProcedures_WASCCDE_manual.pdf

19. How Charter School Will Inform Parents, Including Parents with Limited English, about Course Transferability and College Entrance Requirements

In compliance with California Education Code Section 52060(d)(iii), Larchmont Charter School provides all students and parents with a course catalog or its equivalent notifying parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. This course catalog is made available in the home language of Larchmont parents, including Spanish and Korean. These notifications are distributed in various settings, including on the Larchmont website, at Parent and Student Orientations, and at monthly parent meetings with the Head of School (K-12). The Director of College and Career Access also completes an annual Individual Graduation Plan (IGP) review process with each student thus monitoring student progress to graduation and A-G completion. In addition, teachers communicate student progress during their regular meetings with parents, which occur once every semester and by appointment.

Parents of students seeking higher education admission will be notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of Larchmont's courses to meet college entrance requirements. Larchmont Charter School has received full accreditation from the Western Association of Schools and Colleges (WASC) and will continue to ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses, with the exception of the 20 units students earn for completing 100 hours of community service, are transferable to other local high schools.

A core part of our mission is to provide students with the instruction and life skills necessary for them to succeed at the college or university of their choice, including the California State University, University of California and other national college and university systems. Thus, our high school graduation requirements will exceed the A-G requirements, as illustrated in the chart in Section 10, above.

20. Transitional Kindergarten

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

Larchmont offers Transitional Kindergarten (TK) in accordance with District Policy. Transitional kindergarten is the first year of a two-year kindergarten program. It is provided for students who do not meet the age eligibility for kindergarten but meet those required for TK. The TK curriculum is based on the Common Core State Standards, Larchmont's constructivist-based curriculum and instructional strategies, and follows the requirements of SB 1381 in providing a modified curriculum that is both age and developmentally appropriate. Utilizing a combination classroom approach, emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social studies, and English language development.

21. Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

The Larchmont school year is similar to a traditional single-track calendar with the addition of increased instructional days for all students. We have 175 instructional days, divided into three trimesters for the elementary and middle school and quarters/semesters for the high school. We exceed the number of annual instructional minutes as set forth in Education Code 47612.5 for all grade levels. Every day, TK-3rd grade students are dismissed between 3:00-3:10pm, 4-5th grade students between 3:10-3:20pm and 6-8th grade students are dismissed between 3:20-3:40pm based on various shared campus and staggered carpool schedules. High school students are dismissed at 3:50pm every day. Two weeks per year, students in grades TK-8 are dismissed early to allow time for parent conferences (see “Shortened Days” in next section). Teachers have an additional 14 days devoted to professional development, eight of which occur before the school year begins, four during the year, and two at the end of the school year.

Larchmont Charter School

2014-2015 School Year Calendar

Legend

First/Last Day of School	K-8 Shortened Day
Non-School Day	Staff Development Day
9-12 Quarter End	K-8 Trimester End
9-12 Semester End	Holiday

August 13 - 22	Staff Development Day
August 25	First Day of School
September 1	Labor Day
September 25-26	Non School Day
October 13	Staff Development Day
October 29	9-12 Quarter 1 End
November 10	Staff Development Day
November 11	Veteran's Day
November 20	K-8 Trimester 1 End
November 27 - 28	Thanksgiving Break
December 1 - 5	Shortened Day for K-8
December 22 - January 2	Winter Break
January 16	9-12 Quarter 2 End
January 16	9-12 Semester 1 End
January 19	Martin Luther King, Jr. Day
February 16	President's Day
February 17	Staff Development Day
March 3	K-8 Trimester 2 End
March 9 - 13	Shortened Day for K-8
March 24	9-12 Quarter 3 End
March 30 - April 10	Spring Break
April 24	Staff Development Day
May 25	Memorial Day
June 10	9-12 Quarter 4 End
June 10	K-8 Trimester 3 End
June 10	9-12 Semester 2 End
June 10	Last Day of School
June 11 - 12	Staff Development Day

August 2014						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2014						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

February 2015						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

May 2015						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2014						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 2015						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2015						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2015						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2015						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Larchmont Contact Information

Location	Phone Number
Fairfax	323-656-6418
Selma	323-871-4000
Hollygrove	323-836-0860
Lafayette Park	213-867-6300
Network	323-380-7893

www.larchmontcharter.org

22. Daily Schedules

Larchmont’s daily schedules reflect our commitment cognitive constructivism. The sample daily schedules presented below for each grade level or grade span reflect this commitment. Our longer blocks of study support project-based instruction, service learning experiences, integrated curriculum, and mixed-age group model for reading and language arts instruction. All teachers have daily planning periods, providing within the daily professional schedule the ability for teachers to design and tailor their instruction to student needs and interests. At the middle school level, due to their schedule, students are allowed to snack/drink in class. At the high school level, our

Club/Conference program includes both academic support/tutorials and leadership/academic club activities for students.

TK / Kindergarten / First Grade					
Regular Day – TK/Kindergarten/First Grade			Shortened Day – TK/Kindergarten/First Grade		
Time	Minutes	Subject	Time	Minutes	Subject
8:30 – 10:20	110	M/TH: Psychomotor/Music/Art; T/W/F: History/Social Science/Science/Garden	8:30 – 8:45	15	Homeroom
10:20 – 11:20	60	Math	8:45 – 10:00	75	Readers Workshop & ELD
11:20 – 11:45		Recess/Lunch	10:00 – 10:25		Lunch/Recess
11:45 – 12:10		Lunch/Recess	10:25 – 10:50		Recess/Lunch
12:10 – 1:10	60	Readers Workshop & ELD	10:50 – 11:20	30	Writers Workshop
1:10 – 2:10	60	Writers Workshop	11:20 – 12:10	50	Math
2:10 – 2:50	40	Math	12:10 – 12:20	10	Homework
2:50 – 3:00	10	Homework	12:20		Dismissal
3:00		Dismissal			
	340	Total Instructional Minutes		180	Total Instructional

Second / Third Grade					
Regular Day – Second / Third Grade			Shortened Day – Second / Third Grade		
Time	Minute	Subject	Time	Minute	Subject
8:30 – 10:20	110	M/TH: Psychomotor/Music/Art; T/W/F: History/Social Science/Science/Garden	8:30 – 8:45	15	Homeroom
10:20 – 11:20	60	Math	8:45 – 9:45	60	Math
11:20 – 11:45		Recess/Lunch	9:45 – 10:50	65	Readers Workshop & ELD
11:45– 12:10		Lunch/Recess	10:50 – 11:15		Recess/Lunch
12:10 – 1:10	60	Readers Workshop & ELD	11:15 – 11:40		Lunch/Recess
1:10 – 2:10	60	Writers Workshop	11:40 – 12:10	30	Writers
2:10 – 2:50	40	Math	12:10 – 12:20	10	Homework
2:50 – 3:00	10	Homework	12:20		Dismissal
3:00		Dismissal			

	340	Total Instructional Minutes
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	180	Total Instructional Minutes
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Fourth/Fifth Grade					
Regular Day – Forth / Fifth Grade			Shortened Day – Forth / Fifth Grade		
Time	Minutes	Subject	Time	Minutes	Subject
8:30 – 8:45	15	Homeroom	8:30 – 8:45	15	Homeroom
8:45 – 9:45	60	M/T/W/TH: Math F: Readers Workshop & ELD	8:45 – 9:45	60	Math
9:45 – 11:05	80	M/T/W/TH: Readers Workshop & ELD F: Psychomotor/Music/Art	9:45-10:15	30	Writers Workshop
11:05 – 12:10	65	M/W/F: Readers Workshop & ELD T/Th: Psychomotor/ Social Studies	10:15-11:15	60	Readers Workshop & ELD
12:10 – 12:35		Recess/Lunch	11:10-11:35		Recess/Lunch
12:35 – 1:00		Lunch/Recess	11:35-12:20		Lunch/Recess
1:00 – 2:00	60	Science	12:20 – 12:30	10	Homework
2:00 – 3:00	60	M/T/W/TH: Social Studies F: Psychomotor/Music/Art	12:30		Dismissal
3:00 – 3:10	10	Homework			
3:10		Dismissal			
	350	Total Instructional Minutes		175	Total Instructional Minutes

Middle Grades (6 th -8 th)					
Regular Day – Sixth Grade			Shortened Day – Sixth Grade		
Time	Minutes	Subject	Time	Minutes	Subject
8:30-8:50	20	Homeroom	8:30-9:10	40	ELA
8:55-10:00	65	ELA	9:15-9:55	40	Mathematics
10:05 - 11:10	65	Mathematics	10:00-10:40	40	Science
11:15-12:20	65	Science	10:45-11:05		Lunch
12:25 -12:55		Lunch	11:10-11:50	40	PE
1:00-2:05	65	PE	11:55-12:30	35	History
2:10-3:15	65	History			
*25 passing minutes passing (instructional)	370	Total Instructional Minutes	*20 passing minutes passing (instructional)	215	Total Instructional Minutes

Regular Day – Seventh Grade		
Time	Minutes	Subject
8:30-8:50	20	Homeroom
8:55-10:00	65	Math
10:05-11:10	65	History
11:15-11:45		Lunch
11:50-12:55	65	Science
1:00-2:05	65	ELA
2:10-3:15	65	PE
3:20-3:40	20	Homeroom
*30 passing minutes passing (instructional)	395	Total Instructional Minutes

Shortened Day – Seventh Grade		
Time	Minutes	Subject
8:30-9:10	40	Math
9:15-9:55	40	History
10:00-10:40	40	Science
10:45-11:05	20	ELA
11:10-11:30		Lunch
11:35-11:55	20	ELA
12:00-12:40	40	PE
*25 passing minutes passing (instructional)	225	Total Instructional Minutes

Regular Day – Eighth Grade		
Time	Minutes	Subject
8:30-8:50	20	Homeroom
8:55-10:00	65	Science
10:05-11:10	65	History
11:15-11:45		Lunch
11:50-12:55	65	PE
1:00-2:05	65	Math
2:10-3:15	65	ELA
3:20-3:40	20	Homeroom
*30 passing minutes passing (instructional)	395	Total Instructional Minutes

Shortened Day – Eighth Grade		
Time	Minutes	Subject
8:30-9:15	45	Science
9:20-10:05	45	History
10:10-10:55	45	PE
11:00-11:45	45	Math
11:50-12:30	40	ELA
12:30-12:50		Lunch
*20 passing minutes passing (instructional)	240	Total Instructional Minutes

High School Grades (9 th -12 th)					
“A” Schedule – Ninth Grade			“B” Schedule – Ninth Grade		
Time	Minutes	Subject	Time	Minutes	Subject
8:30 – 10:00	90	Chorus	8:30 – 10:00	90	Biology
10:10 – 11:40	90	English 9	10:10 – 11:40	90	PE
11:45 – 12:10		Lunch	11:45 – 12:10		Lunch
12:15 – 12:40		Club / Conference	12:15 – 12:40		Club / Conference
12:45 – 2:15	90	Spanish 1	12:45 – 2:15	90	Geography
2:20 – 3:50	90	Geometry	2:20 – 3:50	90	Creative Writing

*25 passing minutes passing (instructional)	385	Total Instructional Minutes
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*25 passing minutes passing (instructional)	385	Total Instructional Minutes
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“A” Schedule – Tenth Grade		
Time	Minute	Subject
8:30 – 10:00	90	English 10
10:10-11:40	90	Advanced Chorus
11:50-12:10		Lunch
12:15-12:40		Club / Conference
12:45 – 2:15	90	Spanish 2
2:20 – 3:50	90	Chemistry
*25 passing minutes passing (instructional)	385	Total Instructional Minutes

“B” Schedule – Tenth Grade		
Time	Minute	Subject
8:30 – 10:00	90	AP World History
10:10 – 11:40	90	Theater
11:50 – 12:10		Lunch
12:15 – 12:40		Club / Conference
12:45 – 2:15	90	Yoga
2:20 – 3:50	90	Algebra 2
*25 passing minutes passing (instructional)	385	Total Instructional Minutes

“A” Schedule – Eleventh Grade		
Time	Minutes	Subject
8:30 – 10:00	90	Spanish 3
10:10 - 11:40	90	AP English Language
11:50 – 12:10		Lunch
12:15 – 12:40		Club / Conference
12:45 – 2:15	90	AP Biology
2:20 – 3:50	90	Journalism
*25 passing minutes passing (instructional)	385	Total Instructional Minutes

“B” Schedule – Eleventh Grade		
Time	Minutes	Subject
8:30 – 10:00	90	U.S. History
10:10 – 11:40	90	Pre-Calculus
11:50 – 12:10		Lunch
12:15 – 12:40		Club / Conference
12:45 – 2:15	90	Advanced Theater
2:20 – 3:50	90	Junior Research Seminar
*25 passing minutes passing (instructional)	385	Total Instructional Minutes

“A” Schedule – Twelfth Grade		
Time	Minutes	Subject
8:30 – 10:00	90	Drawing
10:10 – 11:40	90	AP Statistics
11:50 – 12:10		Lunch
12:15 – 12:40		Club /
12:45 – 2:15	90	Senior Seminar
2:20 – 3:50	90	AP Spanish Language

“B” Schedule – Twelfth Grade		
Time	Minutes	Subject
8:30 – 10:00	90	Physics
10:10 – 11:40	90	Advanced Theater
11:50 – 12:10		Lunch
12:15 – 12:40		Club /
12:45 – 2:15	90	U.S.
2:20 – 3:50	90	AP English Literature

*25 passing minutes passing (instructional)	385	Total Instructional Minutes
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*25 passing minutes passing (instructional)	385	Total Instructional Minutes
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In the middle grades, students receive core instruction in academic areas of English, social studies, math, and science and English Language Development. Eighth graders also receive instruction in a world language (e.g. Spanish, Latin, etc.), preparing students for high school language courses. Math, History, Science, and ELA teachers have two periods per week of common planning time that allows teachers to implement project-based learning that is interdisciplinary across subjects. Sixth grade teachers have a multiple subject teaching credential and “team teach” with a partner. Each teacher covers two of the four core subjects for two cohorts of students. This is done in compliance as per State definition and requirements. Seventh and 8th grade teachers have a single subject credential in the core subject they teach, including ELA, math, science, and social studies. In addition, enrichment teachers offer world language, PE, and other enrichment classes. Middle grades class periods are 65-70 minutes long, with five periods per day. The schedule is a modified cascading block schedule to allow for longer class periods that promote deeper engagement in the subject matter. The scheduling minimizes transition periods throughout the day while increasing the number of different classes that can be offered throughout the week.

In order to meet the demands of both completing the required coursework for successful college application and maintaining Larchmont’s focus on developing students who are self-aware advocates for their own learning, the high school program utilizes an eight-block alternating (A/B) day schedule that allows for student choice and longer periods in each classroom. High school classes are 90 minutes long and students are able to take eight courses over the course of an academic year rather than the traditional six. Classes meet every other day, four each day, for a total of eight classes. The eight-class block schedule allows students more opportunities to take AP courses and simultaneously continue to take those electives that reflect their personal interests, such as Theater and Creative Writing. Larchmont’s dedication to developing the “whole person” is reflected in the purposeful decision to utilize a high school schedule that provides the opportunity for students to make choices about the direction of their course of study as they grow into young adulthood.

The longer 90-minute periods provide teachers and students the opportunity to complete labs and fully engage in the rich inquiry-based, seminar-style humanities courses that are characteristic of Larchmont’s curriculum. As classes meet every other day, students also have more time to process information, meet with their teachers if they need support, and complete assignments. Students are also introduced to the experience of their classes not meeting daily, as will be the case in college, thus requiring them to develop time management skills. This schedule also provides more flexibility in students’ senior year, allowing time for students to take senior level seminar courses and conference together regarding their Senior Hallmark Projects.

Built into the daily schedule is Club/Conference time, a half hour period after lunch where teachers hold office hours and student clubs meet. Clubs are student-founded and students are expected to take the initiative to both create clubs that match their interests and secure faculty advisors. To date, students have founded clubs such as the Economics Club, Book Club, Guitar, Dance, Debate, Mentorship and Volunteer Clubs. In addition, Student Leadership and Yearbook groups meet during this time. Clubs provide an opportunity for students to exert and practice their leadership skills and take ownership of school culture and its development. Students guide the cultural growth of the school, personalizing their experience with the support of the faculty and administration.

Club/Conference time is also utilized for faculty office hours and tutorials which students can take advantage of when they feel they need additional help with classes. The college counselor also holds office hours during this time and study hall and quiet reading spaces are made available. Club/Conference time provides an opportunity for students to make their own decisions about how to engage their interests and best utilize the academic supports available to them every day at this time.

Academically, students are prepared to successfully complete the A-G, college preparatory curriculum and also expected to think critically about the world around them and the role they will play as upper level Larchmont students and, eventually, graduates. Essential questions frame coursework across all content areas (Wiggins and McTighe, 2005) and faculty utilize both traditional benchmark assessments and authentic, alternative forms of assessment to gauge student progress. For example, all mathematics students experience team tests as part of the CPM curriculum but also practice more traditional, individual forms of testing in preparation for the CAHSEE and PSAT/SAT.

The high school schedule has an eight-block alternating (A/B) day schedule described above and shown here:

8-Block Schedule				
M	T	W	Th	F
1	2	1	2	1
3	4	3	4	3
Lunch and Club/Conference				
5	6	5	6	5
7	8	7	8	7

When our current sophomores become seniors – and our entering freshmen are sophomores – we look to this schedule providing flexible time for students to take senior level seminar courses and conference together.

23. Instructional Days and Minutes

Per Education Code § 47612.5, all students are 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 66,500 minutes. As a result of having an extended instructional day, students at Larchmont receive instructional minutes that substantially exceed the minimum minutes required for traditional and charter public schools under California Education Code § 47612.5.

All Larchmont students will have 175 instructional days. High school (grades 9-12) students receive 385 instructional minutes per day (see Sample Schedules above) for a total of approximately 67,375 minutes, significantly above the required minutes for high school students. Middle school (grades 6-8) students and elementary (grades 1-5) students also receive minutes significantly above and beyond state requirements,. Our kindergarten students receive 21,100 additional instructional minutes. Larchmont will comply with the Education Code Section 51210(g) physical education requirement of 400 minutes every ten days for secondary students (grades 7-10; students in grades 11-12 may choose to take additional physical education courses, but these are not required for graduation per Ed Code).

Grade s	Grade s Offere d	Numb er of Regula r Days	Number of Instru ctional Minutes Per Regular Day	Numb er of Early Dismiss al Days	Numbe r of Instr. Mins. Per Early Dismiss al Day	Number of Minimu m Days	Number of Instr. Mins per Minimu m Day	Numb er of (Other) Days	Numb er of Instr. Mins Per (Other) Day	Total Num ber of Instr. Days	Minutes Req'd Per State Law	Total Numb er of Instr. Mins	Number of Instr. Minutes Above/Belo w State Req't
TK/K	Yes	160	340	0		15	180			175	36,000	57100	21,100
1	Yes	165	340	0		10	180			175	50,400	57900	7,500
2	Yes	165	340	0		10	180			175	50,400	57900	7,500
3	Yes	165	340	0		10	180			175	50,400	57900	7,500
4	Yes	165	350	0		10	175			175	54,000	59500	5,500
5	Yes	165	350	0		10	175			175	54,000	59500	5,500
6	Yes	165	370	0		10	215			175	54,000	63200	9,200
7	Yes	165	395	0		10	225			175	54,000	67425	13,425
8	Yes	165	395	0		10	240			175	54,000	67575	13,575
9	Yes	175	385	0		0				175	64,800	67375	2,575
10	Yes	175	385	0		0				175	64,800	67375	2,575
11	Yes	175	385	0		0				175	64,800	67375	2,575
12	Yes	175	385	0		0				175	64,800	67375	2,575

24. Early College and Middle College High Schools Attendance Requirements

Not applicable; Larchmont does not offer dual enrollment with any UC or CSU program.

Professional Development

25. Teacher Recruitment

Larchmont Charter School uses multiple strategies to attract and retain a community of professionals who are dedicated to providing the best educational practices to all students. Regardless of their role in the school, every person hired by Larchmont actively promotes the mission and philosophy, through curriculum development, instructional strategies and development of a dynamic school program.

The Heads of School (K-8 or 9-12) are responsible for hiring all instructional faculty. Applicants complete and submit documents including required credential documentation so as to allow the team to conduct an in-depth screening of the match between the school's needs and the candidates' professional capabilities as well as qualifications (see Element 5: *Employee Qualifications*). With the help of an ad hoc hiring committee, comprised of faculty and parents appropriate to the position, the Head of School selects and reviews candidates through a process of phone and in-person interviews, demonstration lessons, and submission of writing and lesson plan samples.

Consideration is given to teaching experience, the ability to demonstrate curriculum development, creative interpretation and application of the theory of constructivism, implementation of effective classroom strategies, knowledge of effective assessment tools and strategies, and respectful interactions, tone and style with peers and students. Reference checks are used to confirm

impressions or further inform decision making on areas beyond those addressed in the interview process.

Larchmont's development team spreads the word among its extensive network of California-certified teachers to publicize positions, including the school website, EdJoin, California Charter Schools Association job listings, and educator networking groups such as graduate school of education alumni groups (i.e. UCLA, USC and Loyola Marymount University). Hiring committee members also recruit teachers at local and national job fairs to increase the number of quality candidates in the Larchmont pool.

Larchmont Charter School aims to attract highly talented teachers by offering a compensation and benefits package, involving teachers in decision-making, and by providing opportunities to collaborate with colleagues and receive meaningful professional development. Larchmont verifies all teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meet state and NCLB requirements to teach the subject that he/she is being hired to teach.

26. Ongoing Professional Development

Larchmont Charter School is committed to supporting its teachers, leaders and staff by providing frequent opportunities for professional growth and development. We foster a collaborative school environment in which teachers are given a chance to work with and learn from one another as well as develop leadership and facilitation skills. Professional development sessions throughout the year are tailored to the needs of faculty and designed to promote student learning. Driven by principles of constructivism for adult learners (Groves, 2008, Wilson & Lowry, 2000, Lax et al, 2004), Larchmont Charter School provides teachers with opportunities for:

- Discussion and planning with peers;
- Guidance and self-reflection around individual needs for growth and learning;
- Active participation in the experimental, investigatory, and reflective practice;
- Data-analysis, leading to critical thinking skills specific to the field of education; and
- Building on prior knowledge and adapting best practices through structured support.

Professional development is woven through teacher experiences in both team and individual approaches. Gathering in small groups, Larchmont teachers take part in weekly shared planning sessions with grade level teams; rotating monthly professional development meetings focused on 1) learning and instruction, 2) sharing best practices, and 3) analyzing data and developing effective assessment strategies; "whole child" assessment meetings each trimester (Grades TK-5); and 14 dedicated Professional Development days across the year focused on vertical and horizontal articulation of curriculum, programming, and school culture, safety, and processes.

Staff development over our next charter term will be focused on these key areas, in addition to other areas driven by student and faculty needs:

- Implementation of the CA CCSS and the Next Generation Science Standards and ELD standards
- Build out of High School Hallmark Project courses and A-G curriculum into and through 12th grade

- Addition of new AP courses
- Rigorous, inquiry-based teaching and learning at the high school level
- Mathematics curriculum and instruction through the Everyday Math and College Preparatory Math programs or other curricular programs; and the completion of our Accelerated Math and Math Workshop programs
- Completion and implementation of the K-8 Signature Projects
- Definition, implementation, and reflective analysis on our internal assessment plans
- Review and refinement of reading and writing instruction and assessment across the curriculum
- Ongoing review, improvement, and implementation of community building strategies around student safety, satisfaction, and embodiment of the school ESLRs

In addition, faculty and staff are regularly trained on required topics such as: Mandated Reporting and Child Abuse (in compliance with all laws including AB 1432/Ed. Code 44691), Blood-borne Pathogens, CPR and Safety, FERPA, Special Education etc., by qualified staff, attorneys, consultants and via on-line tools (i.e. SchoolSafe).

Meeting the Needs of All Students

In addition to the constructivist approach to translating constructivist theory into practice Larchmont uses to support and challenge students, additional strategies target students who may have additional needs – students performing far below or above grade level, students with low socioeconomic status, English Learners, foster youth, and students in our Special Education program. Our various subgroup populations receive instruction that focuses on their needs and capitalizes on their strengths, ensuring that all students receive the most effective education possible.

The following structures assist in meeting students' individual needs:

- Small class sizes (elementary) and block scheduling (middle and high school grades) allows teachers to develop deep understanding of individual student strengths and needs;
- A minimum of 40 minutes of planning time each day provides time for teachers to modify and lessons to meet the needs of individual students;
- Team teaching at the elementary level and frequent professional development time allows teachers to learn from each other's varying expertise in differentiating instruction;
- Integrating instruction and curriculum across academic disciplines, including integration of service learning with real-life applications allows students to demonstrate their proficiency in a variety of ways, promoting motivation and skill transference;
- Multiple and varied opportunities for communication between teachers and parents supports the Larchmont commitment to personalizing instruction; and
- Authentic and varied forms of assessment are used to identify differentiated instructional techniques and scaffolding and identify students in need of interventions and additional supports.

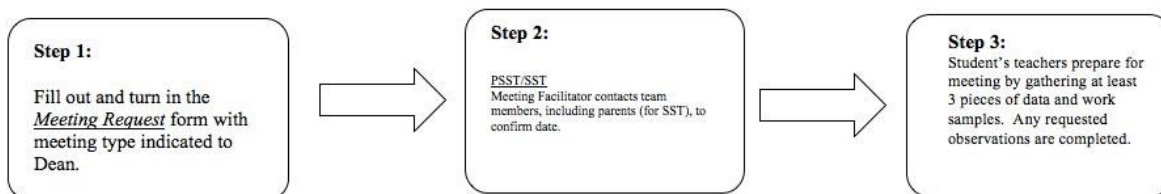
These school-wide structures are the first step in meeting the needs of students performing below or above grade level, but additional supports are introduced for students who are performing more than one level below or above his/her actual grade level, not meeting standards in one or more core subjects, or has persistent challenges with the school's academic or behavioral expectations.

The Larchmont Student Success Team (SST) addresses plans for students identified as in need of

additional supports. The SST is a systematic, individual, solution-oriented approach to assist students with factors that are interfering with academic success. The PSST is the pre-student success team and is the informal precursor to a full SST that follows the same basic sequence. This team clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and counsels the parent, teacher and student.

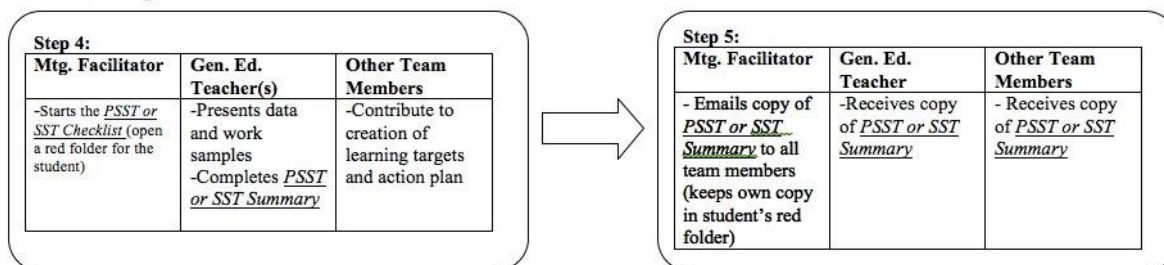
Steps for Implementing the PSST/SST Process

Pre-Meeting:



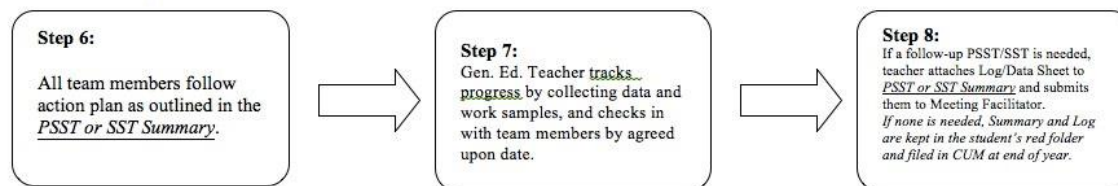
Any staff member may submit a Meeting Request, detailed in the steps above, to request an SST. Academic Deans coordinate the process, identifying a Meeting Facilitator and other team members. Student's teachers prepare for the SST by gathering at least three pieces of data and work samples. Other information such as student strengths, parental/teacher concerns, assessment and evaluation results and any other information pertinent to service needs and provisions are recorded on the SST.

At Meeting:



During the meeting, the SST Facilitator guides the team in identifying an individualized instructional plan to meet the needs of the student, documenting specific goals, strategies, and methods to measure success. The action plan articulates a projected completion timeline for each goal. After the meeting, the Meeting Facilitator distributes the SST summary and all team members follow the action plan. The general education teacher tracks progress by collecting data and work samples, and checks in with team members by agreed up on dates. Follow-up SSTs support the ongoing evaluation of the action plan.

Post-Meeting:



27. English Learners

Charter School is required to timely identify potential English Learners (ELs) 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 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), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

Process for Identifying English Learners (ELs)

In 2013-14, Larchmont's student population included 7% ELs, with another 15% recently reclassified fluent-English proficient. Larchmont serves its EL students in accordance with all applicable state and Federal laws and regulations. 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.

Upon enrollment into the school, all students complete a home-language survey of languages spoken in the home (per Education Code Section 52164.1) and if they are transferring from another school their records are reviewed to identify if they are English Learners. Students whose primary language is not English will be assessed using the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment

will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school and this, along with previous student records, is how LCS identifies English Learners.

Larchmont complies with the accountability requirements under Title III of the No Child Left Behind Act and adheres to all legal requirements regarding oversight, administration, and documentation of the CELDT/ELPAC. California Education Code guidelines determine the method by which we identify English language proficiency. Students with disabilities are permitted to take the CELDT/ELPAC with the accommodations listed in Education Code if those accommodations are specified in students' IEPs or Section 504 plans. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the CELDT/ELPAC, according to the guidelines set forth in the student's IEP. Larchmont staff notifies parents of the school's responsibility to conduct CELDT/ELPAC testing and informs parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results from the test contractor.

Educational Program for English Language Acquisition

Larchmont Charter School has developed its own Master Plan for English Language Learners. To support students in the development of their English language skills, Larchmont presumes both a "natural approach" to second language acquisition whereby language is acquired when given comprehensible input (Krashen, 1989; 2003). Our EL program promotes a belief in accepting, affirming, and accommodating the home language and culture of all students.

Recent data indicates that many of our ELs are categorized as "advanced" or "early advanced." These categories, in terms of the new CA ELD Standards, translate to the "expanding" and "bridging" levels on the ELPAC. Because of this, our instruction focuses on the acquisition of academic language, supporting ELs in developing a deep and broad oral and written proficiency in English. Teachers use the techniques of whole language instruction combined with Specially Designed Academic Instruction in English (SDAIE) strategies to support ELs in accessing core content, and to increase comprehensible input. In addition, sheltered English activities provide 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. Teachers incorporate substantive cooperative learning activities to provide optimum opportunities for authentic interaction, and to use newly acquired vocabulary and language.

How the Program will Meet the New State ELD Standards and Use the Results of the CELDT/ELPAC

Teachers will have access to CELDT/ELPAC assessment results to inform program placement, reclassification, and to help target ELD instruction by adjusting instructional strategies as needed. Larchmont uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

EL instruction is grounded in the best available research on supporting ELs in an English Immersion environment and guided by the new CA ELD Standards. Students will be expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT/ELPAC. Instructional Deans at the middle school sites and a designated teacher at the elementary sites serve as the EL Coordinators and partner with the teachers of EL

students to carefully monitor student performance on both classroom assignments and standardized testing results. Observation scales and forms are partnered with a student work portfolio to develop a better understanding of the student's skills and abilities.

Larchmont provides high quality professional learning opportunities for all relevant educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Teachers authorized to teach English Learners will continue to receive training and support in the effective implementation of techniques described above.

Services And Supports For English Learners, Including Instructional Strategies And Intervention

In an effort to support the success of our ELs in the elementary grades, we have developed an expanded approach to literacy that provides students the opportunity to use the arts to assist in developing vocabulary, basic concepts, and reading skills. Supported by research, this approach combines language activities with multimedia, drama, music, and art.¹⁷ In combination with reading, writing, listening, and speaking, the arts can open doors for high levels of analysis and also challenge students to explore themselves and their surroundings. Thus, ELs are able to find avenues for sophisticated comprehension and communication. ELs acquire information from a variety of sources, synthesize knowledge, and create presentations that reflect their understanding of a given subject.

Access to content for English Learners is supported through the use of supplemental materials from Fountas and Pinnell, Reading A-Z, RAZ Kids, 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 Singlish are used to support the needs of our English Language Learners. Finally, classroom teachers use differentiated instructional practices to support all learners as well as the skills they have developed in Project GLAD and Thinking Maps training. Students also are able to receive before and after school support as needed.

Building on the work done in the elementary school, students moving into the middle grades receive differentiated ELD instruction and scaffolded academic content instruction in order to prepare them to access to A-G course requirements to be college-prepared and career ready. Teaching and learning continues to be culturally relevant and enables access to prior knowledge upon which new skills and concepts can be built. 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. In addition to the methods described above, middle school ELs are supported through rich vocabulary development, reading comprehension skills, and high expectations for student oral language development. The interdisciplinary approach to our middle school classrooms allows 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 reclassified and prepared for success by the time they matriculate to high school.

¹⁷ Brian Wandell, et al, Stanford University, Training in the Arts, Reading, and Brain Imaging, The Dana Foundation.

Should students require ongoing support with language development – either because they did not progress at the targeted rate for reclassification or because they joined the Larchmont community with language development needs at the middle or high school level – we provide accommodations including tools and resources such as graphic organizers, class notes and peer support in-class along with specially designed in school intervention classes. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency so they have full access to the range of educational opportunities that our school provides for all students.

At the high school level, ELs are assigned a full course load of grade-level content such that they track towards completing their complete set of required A-G courses, supplemented by 1:1 or small-group language instruction during one of the eight blocks. ELD support is provided throughout the day, across the curriculum and explicitly during the 30 minute daily extended lunch period and/or during the elective block as needed. Additionally, Spanish for native speakers is a foreign language offering meeting the A-G foreign language requirement that we offer to students. Curricula for these intervention courses will be selected on an as-needed basis from the AB 1802 California Department of Education approved publisher listings for English language instruction.

Process For Annual Evaluation Of The School's English Learner Program

Teachers regularly evaluate student progress by reviewing grade level data. This data is broken out by subgroup, including English Learners. Teachers use the results of this data to change their instructional practices to better serve each student. Every year, the teacher leaders, administration, and board of directors review the Academic Dashboard to evaluate the performance of each grade level, subgroup, and individual student. The specific data reviewed include math and ELA content mastery for English Learners along with CELDT scores and portfolios. The goal is that at least 80% of all students across subgroups, including ELs, are proficient or advanced in math and ELA and that ELs will advance at least one ELD level per year. The strengths and weaknesses exposed through the data are used to further refine our program. This annual evaluation ensures the EL program is effectively meeting the needs of our students.

Process And Specific Criteria For Reclassification

EL progress is determined by CELDT, scoring standards-based assessment tasks, and sample tasks that are included in the student's ELD portfolio to document progress toward ELD standards and ultimately, reclassification. Larchmont Charter School utilizes the CELDT, ELD portfolios and grade-level assessments to monitor the progress of English Learners. Our process for reclassification is outlined in the following chart:

Reclassification Criteria		
Grades 1 and 2	Grades 3-5	Grades 6-12
Annual CELDT/ELPAC Scores Overall performance of 4 or 5 with skill area scores of 3 or higher (or ELPAC equivalent) in Listening and Speaking	Annual CELDT/ELPAC Scores Overall performance of 4 or 5 with skill area scores of 3 or higher (or ELPAC equivalent) in Listening, Speaking, Reading	Annual CELDT/ELPAC Scores Overall performance of 4 or 5 with skill area scores of 3 or higher (or ELPAC equivalent) in Listening, Speaking, Reading

	and Writing	and Writing
Teacher Evaluation Language Appraisal Team judges if the student will be successful in a Mainstream English Program based on a review of the following:	Teacher Evaluation Teacher or Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:	Teacher Evaluation Teacher or Language Appraisal Team judges the student will be successful in a Mainstream English Program based on a review of the following:
Elementary Progress Report Marks of P or O in English Language Arts	Elementary Progress Report Marks of P or O in English Language Arts	Secondary Grade Report A grade of C or better in English
Performance in Basic Grade-Level Skills Overall performance of class assessments, on grade level Fountas & Pinnell reading level, and projects.	Performance in Basic Grade-Level Skills Overall performance of class assessments, on grade level Fountas & Pinnell reading level, and projects.	Performance in Basic Grade-Level Skills Overall performance of class assessments, on grade level reading level, and projects.
Parent Consultation and Notification	CAASPP Results in English Language Arts at minimum performance level as defined by the State Parent Consultation and Notification	CAASPP Results in English Language Arts at minimum performance level as defined by the State Parent Consultation and Notification

Reclassification process is continually monitored and reviewed formally for all students on an annual basis; however, teachers have the flexibility to submit student names for consideration by the Language Appraisal Team (LAT) at the end of each progress report period. This LAT includes the EL Coordinator, school administrators, classroom teachers, parents, and other relevant specialists, such as resource teachers. After considering the evidence regarding the student's performance and consulting with the teacher and parent, the LAT makes a reclassification decision. Evidence includes, but not limited to, the CELDT/ELPAC results, state-mandated assessment results, student work samples as presented in the ELD portfolios, and anecdotal teacher records. After the LAT has made a determination and made recommendations regarding the student's future program and support needs, the ELD Student Portfolio is submitted to the Head of School/Instructional Dean for review. After review of the documents, EL Coordinators notify parents of the recommendation for reclassification. Students are reclassified as RFEP based on the parent/guardian's final decision. At that point EL Coordinators update the school information system and, if appropriate, sends parents an official notification that the student has reclassified as fluent English proficient.

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

English learners continue to be re-evaluated annually using the CELDT/ELPAC test until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). EL Coordinators

meet periodically with teachers throughout the school year during grade level planning to discuss the progress of English learners toward mastery of the ELD standards. EL Coordinators continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT/ELPAC testing is not required for the re-designated students during the monitoring period.

Process for Monitoring Progress and Supports for Long Term English Learners (LTELs)

Larchmont tracks student performance of all students currently classified as ELs, including LTELs, and those who are reclassified English Proficient. Because the Larchmont instructional program is highly individualized, teachers can readily identify and assess the specific needs of LTELs, and respond with strategies identified as the most effective for this population, to address academic gaps and language development without sacrificing access to the constructivist-based educational program.

28. Gifted and Talented Students and Students Achieving Above Grade Level

Students who are high achievers and/or previously identified as gifted by another school benefit from differentiation and instruction that is flexible enough to meet their specific needs. Larchmont identifies all students high achieving regardless of content area or duration and we differentiate accordingly but we do not explicitly test or label students as gifted. Because our constructivist academic model focuses on individualized instruction, all students within our community have access to extended, enriching and critical thinking activities that have appropriate complexity, depth and pace. Students achieving above grade level collaborate and work with one another, and teachers use a variety of assessments to identify ways to challenge these students.

These in class opportunities include providing higher level assignments and class placements for students who are high achieving, allowing students to delve into subjects more deeply. Many projects have open-ended components and give gifted and high achieving students a chance to adapt their assignments to suit their abilities, interests, and learning modalities. Students often work together to discuss ideas and concepts, and brainstorm solutions to math problems, predict scientific outcomes and evaluate scientific variables, and ponder causes and effects of historical events. Teachers use questioning techniques to promote in-depth analysis of topics and introduce various viewpoints, solution models, and opportunities for hypothesis into classroom discussions and activities. Our approach to CA CCSS-aligned instruction is differentiated to include assignment extensions such as those recommended by the California Gifted Association (CGA).

The CA CCSS naturally include elements of the GATE Standards of the CGA. According to CGA, this relationship reinforces the GATE Standards and gives credence to the goal shared by both sets of standards: to provide academic rigor to the core, basic, regular, or fundamental curriculum. In the article “Differentiating the Common Core State Standards for Gifted Students” *California Association for the Gifted*, the authors describe how this differentiation is accomplished through acceleration, depth, complexity, or novelty.¹⁸ An example of how this nuanced differentiation could be developed is given by comparing an original writing standard with a differentiated one:

¹⁸ http://c.ygcdn.com/sites/www.cagifted.org/resource/resmgr/Docs/CCSS-GATE_CDE_website.pdf

Original – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Differentiated – Produce clear and coherent writing in which the development, organization, and style are appropriate to a self-selected role of a disciplinarian such as: anthropologist, physicist, mathematician, engineer, graphic artist, etc., and the audience, task, or purpose that are members of that field.

Larchmont has adopted many of the strategies recommended for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught;
- Allowing gifted and high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products.

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program and their progress will be monitored to ensure they are making expected gains across content areas.

At Risk for Low Achievement

The Larchmont Charter School program is designed to meet the needs of all types of students by differentiating instruction, increasing student motivation through an interdisciplinary curriculum, and providing a constructivist-based curriculum that challenges students from a variety of abilities and learning capacities. We are committed to ensuring that all students achieve at their maximum potential, including students achieving below grade level expectations.

Every year, teachers receive training on strategies for reaching students who are not achieving at their highest potential. These strategies include best practices such as cooperative learning, providing students with “real-life” purposes to create relevance to learning, and varied assessment strategies, where students utilize a variety of avenues for teachers to tap into students’ knowledge. Teachers clearly communicate goals for students, focusing on the skills required for underperforming students to be successful in school. We believe if students know how to learn, question, and access prior knowledge, they will be more successful in integrating new knowledge. Thus, teachers differentiate instruction for underachieving students by demonstrating and structuring the steps necessary to accomplish an academic task, providing feed back on student practice, and holding students accountable for their work through frequent teacher review.

By continuing to look to research, and giving teachers time to meet, discuss, and learn what works best with their students, teachers will continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life- long learning and success.

29. Students Achieving Below Grade Level

Each fall, students at Larchmont are assessed by their classroom teacher in written language, reading, and math, among other CA CCSS-aligned assessments. These assessments, in addition to state testing data, serve as baseline measures and diagnostic tools to identify students achieving below grade level in any core content area. Internal benchmark measures 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 students achieve at higher levels. Various means are used to meet the needs of these students including in-class small group teaching in skill instruction for reading and math, English language development (both for English language learners and those students with limited oral expression) and instruction in comprehension skills.

Research by Joseph Torgeson of Florida State University demonstrates 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. At Larchmont, we assess students entering kindergarten and first grade to determine their readiness for academic tasks. Low achievers are monitored daily by classroom teachers and plans for scaffolding and differentiation are assessed and modified weekly in grade level meetings which include the reading and special education teachers. 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 reading and resource specialists work with small groups of students to scaffold skill development. These early intervention groups supplement classroom instruction. Our goal is to close the learning gap before these students 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. Reading specialists, resource teachers, instructional aides, elective teachers 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 reading specialists and instructional aides within the classroom setting. After school academic intervention classes are also offered. Students achieving below grade level in the middle school are offered extra support during class. Teachers create differentiated instruction for students at their particular level of need. Targeted instructional learning labs are also offered in lieu of participating in the enrichment rotations.

In most cases, students performing below grade level achieve grade level and classroom expectations as a result of the intervention methods described above based on longitudinal tracking of their progress over time on internal assessments. Our intensive early intervention systems, coupled with

Student Success Team (SST) meetings, followed up with frequent progress monitoring ensures this subgroup of students' needs are addressed.

Larchmont pays special attention high school students performing below grade level 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 course that is required for graduation or is for credit towards their A-G requirements are required to repeat the course the following year. In the event that students need to repeat a course, they will have fewer electives in their junior and senior years to accommodate for the completion of all essential credits. In the event that students are identified as unprepared to successfully accomplish the goals set out in the proposed schedule of classes, Larchmont staff provides interventions – beginning with the least invasive and building in, as needed, more structured supports such as the tiered approach below.

Listed below are three tiers of intervention that may be implemented to address the needs of students performing below grade level in grades 9-12:

- ✓ Tier 1: For a student whose transcripts indicate that a particular content area is challenging for him/her (e.g. a student who received a C in prior years' English course) or whose ongoing assessments show a student is not mastering content on pace with the class, the teacher will design, implement and track in-class interventions to support the student's learning. These in-class interventions may include, but are not limited to, small-group instruction, pre-teaching, offering supplementary materials or instructional resources to student or providing study-skills or specialized support with skills such as test preparation or writing research.
- ✓ Tier 2: It is our expectation that students will not fall behind to the point of not passing their classes. Our program is designed to ensure that challenges are identified and addressed in time to ensure students are on track to pass their courses. 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 Club/Conference time, their elective block and/or before/after school. These interventions are carefully monitored with weekly assessments. During a six-week intervention cycle, students are 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: Larchmont provides classes to address the gaps when students have not successfully completed foundational courses necessary for enrollment in the course offerings at their grade level (e.g. students who did not complete Algebra 1 prior to 9th grade). 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.

30. Socio-Economically Disadvantaged/Low Income Students

Socio-economically disadvantaged students, as defined by free and reduced price lunch eligibility, comprised nearly 35% of our student population in 2013. Larchmont offers several programs to address the needs and associated risks of this subgroup. For example, our physical education program addresses the relationship between exercise and health and our Healthy Lunch program incorporates the tenets of the Edible Schoolyard, 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. Furthermore, our after school program provides afterschool care, homework support and enrichments (ex. Coding class, Mad Science, Karate, etc.) to FRL students at no cost to families. We also provide childcare for evening meetings, and students are also given opportunities to participate in field trips such as the 6th Grade Pali trip. In addition, our weekly enrichment programs including art, music, garden and cooking experiences give socioeconomically disadvantaged students the opportunity to explore these subjects in depth. Integration of technology is an important part of our instructional program, and students have opportunities to use technology for academic purposes at school, even though they may not have access at home. Teachers, instructional leaders and the Board's Academic Excellence Committee routinely review achievement data disaggregated by subgroup to ensure monitoring of how all students are achieving and the targeting of intervention resources as needed.

31. Students with Disabilities

The vision of Larchmont Charter's special education program is to ensure life success and/or college success by providing quality instruction to all students with special needs in the least restrictive environment. We aim to support all students with special needs to master strategies and skills necessary to compensate for their disability, enabling them to meet the goals described in their IEPs. Ultimately, we work to exit all students with special needs from the special education program prior to high school graduation.

Larchmont has seen an increase in the percentage of students with special needs at the secondary level. In grades 9 and 10 of our high school, 21% of the students have special needs. Moreover, almost 43% of our students with IEPs have moderate/severe needs. The following chart describes the growing population of students in the Special Education program at Larchmont:

Year	2010-2011	2011-2012	2012-2013	2013-2014
Number of students	51	62	70	126
Percent of total enrollment	10%	10%	10%	11%
SLI	5	9	12	20
SLD	16	24	25	41
OHI	23	21	21	36
AUT	5	4	8	20
ID	0	0	0	1
DD	0	1	0	1
HH	0	1	1	1
ED	1	1	1	4
OI	1	1	2	2

At this time Larchmont Charter implements a pull-out/push-in method to provide services for students with special needs. When possible, Special Education and general education teachers collaborate to differentiate instruction and modify curriculum for students with special needs. Larchmont Charter also provides speech, occupational therapy, counseling, adapted physical education, educational-related intensive counseling services, recreational therapy, and behavior intervention supports.

Larchmont Charter also focuses on meeting the social-emotional and behavioral needs of students with special needs. Recognizing the importance of providing our students the right supports in an inclusive least restrictive environment, our moderate/severe students receive explicit instruction on social skills such as how to initiate and sustain appropriate social interactions with peers, how to adapt to peers' behaviors, and how to become role models of appropriate behavior. This explicit instruction allows students to internalize the strategies necessary to develop appropriate self-confidence and the ability to read appropriate social cues.

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

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 LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and 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 Ed. 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 commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to 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 had previously executed an Option 3 Memorandum of Understanding ("MOU"), were

required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have 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 approved by the 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 the 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 MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension
District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
- Statewide Assessment Data (**Including Charter Schools**)
The usual file including District ID.
- Norm day
District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS (Including Charter Schools)
- All Students enrolled as of December 1 of each school year
District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout (Including Charter Schools)
District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data (Including Charter Schools)
- Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of

applications which is designed to capture all District student data. All charter schools are required to utilize MiSIS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSIS, the list of required data above will automatically be captured within MiSIS.

32. Students in Other Subgroups

Larchmont Charter School has not had any foster youth enrolled since the school opened in 2005. However, Larchmont recognizes the sense of urgency in providing programs to foster youth that will help them succeed educationally. Foster youth are identified through the enrollment process. Both the student enrollment application and the meal application solicit student information that can identify foster youth. Homeroom, advisory, and/or classroom teachers also identify needs of foster youth and monitor their overall school progress through informal surveys, observations, assessments, and overall academic performance. Larchmont has a multi-faceted approach in addressing the needs of foster youth: academic support, social-emotional support, home-school communication, parent/guardian education, over-all school experience support, and connection to community resources. Teachers, school leaders, school psychologists, partner with community organizations and universities to provide services, supports, and opportunities to Larchmont's foster youth. The Dean monitors the progress of foster youth and works in conjunction with the team to provide intervention and support as needed.

33. A Typical Day at Larchmont Charter School

As visitors tour the halls of Larchmont, they will see a myriad of approaches that are as diverse as our students themselves. Our program fosters creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. Based on their reflective analysis of student behaviors, classroom dynamics, and learning outcomes, teachers draw on their rich repertoire of instructional strategies as well as students' knowledge and interests, to meet the individual needs of their students. Throughout a typical day in the life of a Larchmont student, collaborative structures vary from whole class direct instruction to individual practice, to small group collaboration and instruction (including combining groups between different classrooms or grade levels, based on skill levels and interests).

Through an inquiry-based approach, the Common Core State Standards and California State Content Standards are the foundation upon which teachers build the curriculum. Throughout a typical day in the life of a Larchmont student, observers will see teachers provide opportunities for student-initiated questions, variations, diversions, or alternate methods of learning. Our teachers' ability to offer this flexibility is a direct result of the backwards planning approach to lesson design our teachers use. An observer will also see active learning, where students make the curriculum their own while instructors formally and informally assess their progress. The rich and nuanced information that teachers glean from project- and performance- based assessment informs both modest changes in instruction (such as pulling several students for a small group lesson while the class engages in independent practice or chunking lessons across five days instead of two) to more substantive changes (such as revising assessment tools, or purchasing additional curricular materials).

Elementary Grades

An observer will immediately feel the sense of belonging and community students in elementary experience. Primary grades students start the day engaged in a Morning Meeting where the teacher

introduces math concepts through the use of the calendar to develop the concepts of seasons, and weather. Classroom spaces are set up to facilitate student access to resources, including supplies, a word wall, sample texts and their own folders of past work. Teachers continuously tailor and personalize instruction to meet the needs of the particular students, including English Learners, students with special needs, and students performing above grade level. Students continue their day by splitting up into groups according to reading level and receive targeted instruction in comprehension, phonemic awareness and word study. A teacher's assistant works with students in a small group reader's workshop, while other students busily read at a center. After transitioning to math, students learn key concepts and ideas through interdisciplinary activities, where they solve problems in a variety of ways, with the teacher first walking children through all the component parts of a problem before presenting them with the whole problem to solve. By focusing on mathematical understanding, students develop logical thinking and critical lifelong problem-solving skills.

Students continue the day with shared reading, where they explore a poem that the teaching team has chosen to teach rhyming patterns, memorization and to build connections to other content areas. Then, students go to lunch where they eat a seasonal meal out of our Edible Schoolyard garden. As parent volunteers serve students orange and red veggies, they talk with students the special vitamins in those delicious plants that make our bodies strong and healthy. Students return to the classroom, and in a circle on the carpet, the teacher reads aloud a story to deepen concepts in content areas or model ideas that are being developed for writer's workshop that follows. Students learn how to identify effective reading strategies for themselves as learners and to understand and support other students in their learning as well. After writer's workshop, the students engage in their Signature Project time, where students explore the interconnections between the plant and animal kingdoms. In the first grade classrooms, students brainstorm ways to support and contribute to the well being of the animal and plant kingdoms and then write and draw about those ideas.

Throughout the day, learning activities are happening simultaneously—and each one is focused on ensuring that the students are engaged in learning experiences that draw out the knowledge (or schemata) that students bring with them into the classroom.

Middle Grades

Students begin the day with homeroom, where they have the opportunity to utilize a variety of organizational systems and tools (binders, personal calendars, and note-taking systems) to develop time-management skills. This time often results in students practicing social problem solving skills in a safe and intimate environment. Students begin English Language Arts, where they share their annotations from the prior night's reading assignment – a short memoir. The teacher leads the students in a discussion about the various characters, character traits, and story themes, asking questions and prompting divergent thinking. In History, students analyze cave drawings of early Hominids, noting their observations and questions, and then compare their findings to the real social scientist's hypotheses noted in the history textbook. Learning experiences like these throughout the school day challenge students to reach beyond their immediate surroundings to understand the interaction between the student as individual and the larger community and the world.

During Math class, students from seventh and eighth grade work in small groupings, where they discuss a set of data provided to the students in various formats (stem and leaf plot, tally chart, bar graph, and line plot). Balancing participation amongst the group, students review the graphs and note similarities and differences, then share out their findings with the whole class. Taking the

investigation deeper, the students review the graphs and decide which graph best helps them identify the range, median, and mode most easily, and explain their thinking in writing. In their responses, all middle grades students articulate both the procedural steps necessary to solve the particular problem as well as the conceptual connections behind the standard. In this exercise, the teacher aims for students to become aware that real problems require solutions based on the integration of knowledge that spans and connects several subject areas. As students master standards and skills and accumulate a comprehensive knowledge base, they are more equipped to conduct their inquiries successfully and find solutions to problems.

Middle grades students transition to lunch/recess freely and with independence, then with full stomachs and tired bodies, students begin Science by generating hypotheses around the question of the ecological roles that different organisms play in similar biomes. This lesson is one of several in a series of knowledge- and skill-based lessons around the larger concept that organisms in ecosystems exchange energy and nutrients among themselves and with the environment. These lessons provide the prerequisite knowledge and skills for students to explore through their Signature Projects, whereby the Big Idea that the unfolding of life, across all species, involves the interplay of creativity and mutual adaptation, in which organisms and environment co-evolve.

Students transition to their physical education class, where they engage in a warm-up led by one of their peers, followed by the weekly 1-mile run. Students track their progress from their previous time before moving into a group game of basketball. Teachers ask students to reflect on the connection between the overarching Big Idea that humans can coexist with others in unique settings through adaptation and adjustment and the game of basketball.

High School

On typical day at Larchmont's high school campus, students are already clustered around benches and tables on the quad comparing notes from yesterday's classes or last night's homework. Students go through their typical academic day by rotating through teachers and course subjects by periods according to an A/B block schedule. If you visit and are able to walk through classrooms, you will see uniformity in that certain practices are common in classrooms: checks for understanding, gradual release of responsibility, collaborative World History, students use the "SPICE" (Social, Political, Interaction, Cultural, Economic) historical analysis framework to analyze primary and secondary sources and write essays. In all high school classrooms, you will hear students speak about the character traits they aim to embody by the end of their time at Larchmont (Respectful, Prepared, Self-Aware, Fearless, Productive, and Honest) as they prepare for success in rigorous colleges. The first bell rings and students begin Geometry, starting with a discussion around a scaled model structure built out of balsa wood representing the downtown Disney Concert Hall. Their assignment: determine what three-dimensional geometric shapes were used to create the unexpected combination of walls and ceiling that make up the hall's unique architecture. Students use their knowledge of trigonometric functions and the relationships between three-dimensional geometric shapes to explain their answers to this question. Students use class laptops to search for information about architect Frank Gehry's past projects while others pull out measuring tape, sketch what they see on graph paper and compare notes from a prior lesson on geometric shapes. The teacher facilitates thinking amongst small groups of students, and makes connections to students' noteworthy observations and conclusions. 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.

Students draft hypotheses that they will present to the class in a closing discussion the following day, when the teacher will respond to students' questions and proposed theories.

In another class, a group of juniors work alongside their math teacher to gather data about the pollution and littering affecting the Los Angeles River. They decide to 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. This research project parallels the larger, multi-year Research Seminars, which includes the Junior Research Seminar, a year-long course supporting students' development of the foundational research skills in preparation for their hallmark Senior Project needed for graduation at Larchmont Charter School. Students explore the role of researchers and research in society as well as become researchers themselves. Walking through a Junior Research Seminar classroom, an observer would see students discussing their draft research questions with one another, and revising their questions based on recent formal and informal interviews and observations. The Junior Research Seminar teacher will be listening in on student conversations to assess the nature of the students' inquiries as they develop over time, and whether students are asking questions of more depth, which are likely to enhance their learning.

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 examine the essential questions surrounding the unit of study as they connect to the lesson objective and read excerpts of the literature aloud. After making notes in the margins and highlighting evidence of the characteristics of each type of literature, student leaders then facilitate small group discussions in which students first identify the characteristics of the different forms of literature and then draw 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 board. At the end of the class the teacher prints and distributes the notes to the students along with three sample texts they analyze for homework.

The day continues for the students as they head to lunch and then afternoon classes in Social Studies and Women's Literature. In both courses, students bring their own real-world questions, issues, and controversies and discuss them through Socratic methods. Teachers support students' development of research and communication skills, and students are continually engaged in solving problems or creating solutions in these courses. During the typical school day, you might see students collaborating in Women's Literature on their thesis statements and essay outlines, participating in the improvement of ideas and knowledge in a public setting – the classroom. Students develop deep understanding of the content as a result.

Students end the day in Chemistry class, where they work in lab groups to investigate chemical reactions. In this case, they are investigating what happens when two aqueous solutions are combined, including the rate of reaction, change of temperature and the amount of precipitate formed. Analysis is both quantitative and qualitative as students describe the experiment, their roles, and results in lab books that serve as a written and visual record of their work. Students work in heterogeneous lab groups that have been formed previously as part of the daily practice of the classroom. The teacher moves between groups monitoring progress and answering questions, providing guiding feedback and encouragement. Groups end the class reporting their findings to the full class and sharing questions and ideas about what they've come to understand as a result of the experiment and discussion they experienced. The teacher closes the class with a preview of the

next lesson/class meeting and a brief review of what students need to complete before then. Larchmont Charter believes that more instructional time is essential to allow our students to master the content area standards as well as the essential skills they need for success in college and beyond. We also believe that instruction in the arts, sports and music is essential for all. This is why our model allows for all students to be actively involved in these activities throughout the day as well as after school. Our Conference/Club program expands across all high school grade levels and allows for students to work directly with their teachers in a smaller group setting after lunch on any work they need additional help on. Students with missing work are required to stay after lunch to make up work, and students who have fulfilled their basic responsibilities participate in Clubs.

After spending a few moments in Larchmont classrooms, it becomes clear that students learn content and skills through a variety of different methodologies to ensure that each student's individualized array of intelligences, learning styles, talents, and learning needs are attended to. The faculty and staff at Larchmont consistently create and foster a school culture of joy, excitement, and celebration in learning and the work being done within and beyond school walls by our students.

Parents are a common presence in our school, as enthusiastic supporters of student performances and demonstrations; volunteers in the classrooms, school office, lunch area and library; joining students in weekly service-learning activities; and serving as true “boosters” of our operation. This collaborative effort ensures that students enjoy learning, see their classmates as teammate, and feel supported by their teachers and parents. Far more details about Larchmont's instructional methodologies are included in Section 12: *Key Features of the School's Educational Program by Subject Area*.

Element 2: Measureable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

“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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide 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. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

Measurable Goals of the Educational Program

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484 (California Assessment of Student Performance and Progress or CAASPP), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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 Charter School.

1. Measurable Goals of the Educational Program

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*

2. Measuring Pupil Outcomes: Summative Assessment Performance Targets

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*

3. Other Performance Targets

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*

4. Measuring Pupil Progress Toward Outcomes: Formative Assessment

In addition to measuring student outcomes from standardized testing exams adopted by the State of California (CST, CAASPP, CELDT, CA Physical Fitness Exam, CAHSEE, etc.), Larchmont utilizes a variety of formative assessment measures consistent with the educational program outlined in

Element 1 to track student progress towards mastery of the California academic content and performance standards, including CA CCSS. Larchmont aims to meaningfully integrate standards across the curriculum, and implements multiple and varied measures of assessment in order to ensure that teachers and students have a holistic picture of academic progress and achievement. Led by the Heads of School, teachers at Larchmont then utilize this data to make informed instructional decisions in order to support and improve student achievement. The Larchmont Board of Directors' Academic Excellence Committee has institutionalized a reporting system, described below that drives data-driven decision-making by regularly reporting on student achievement against established goals and outcomes.

In the beginning of the year, teachers administer diagnostics described in the school assessment plan below. Throughout the year, at the end of each marking period (trimester/semester end) teachers utilize a variety of formative assessment methods, including K-8 Signature Projects and 9-12 Research Projects and Seminars, teacher-made assessments, and publisher assessments in the content areas to monitor student performance. All assessments are constructivist in nature. The Academic Excellence Committee sets the expectation that minimally 80% of students across all statistically significant subgroups will be proficient or advanced in Math and ELA. In concert with instructional leaders, faculty continually reviews and revises assessments and ensure that they remain aligned to the state content and performance standards, including the new CA CCSS. The Larchmont focus on constructivist assessment practices is particularly well suited to the CA CCSS interdisciplinary and problem-based approach to assessment. As the CAASPP is implemented across California, our faculty will ensure that our internal summative assessments are properly aligned with the CAASPP and serve as a meaningful predictor of success on the CAASPPs.

Current Larchmont assessment methods include:

Elementary Grades TK-5	Middle Grades 6-8	Upper Grades 9-12
<ul style="list-style-type: none"> • Teacher-created benchmark assessments (end of unit) • Fountas & Pinnell benchmark assessment system (3 times/yr) • Harcourt Developmental Reading Assessment (as needed to supplement Fountas & Pinnell) • CORE Assessments (TK-2) • Words Their Way (3 times/year) • TERC Investigations Math/Science Assessments (end of unit) • Signature Projects (yearly – end of year) • CA CCSS released questions, when available (2-3 times/trimester) • TK-5 Social Studies CA Reflections Series (end of unit/2-3 times per trimester) • TK-5 FOSS assessments (end of unit – 2-3 times/trimester) • ELD: WIDA MODEL 	<ul style="list-style-type: none"> • Teacher-created benchmark assessments (end of unit) • College Preparatory Math Unit Assessments (end of unit – 2-3 times/trimester) • History Alive Unit Assessments (end of unit) • Pearson/Pearson Hall (Life Science) (end of unit) • Signature Projects (yearly - end of year) • Scott Foresman Envision Math (intervention) • CA CCSS released questions, when available (2-3 times/trimester) • Publisher assessments science/social studies (end of unit – 2-3 times/trimester) • ELD: WIDA MODEL (Measure of Developing English Language) annually 	<ul style="list-style-type: none"> • Teacher-created benchmark assessments (end of unit) • College Preparatory Math Unit Assessments (end of unit – 4-5 times/semester) • UC Analytical Writing Assessment (used as a placement exam for students entering the UC system) (once in 11th grade) • Core content publisher- created end of unit assessments (end of unit – 3 x semester) • CA CCSS released questions, when available (3 times/semester) • Practice AP exams (2 x year) • PSAT in students' sophomore year followed by the SAT and ACT (10th & 11th grade) • Research Projects and/or Seminars • ELD: WIDA MODEL (Measure of Developing English

(Measure of Developing English Language) annually		Language) annually • EPA, when released by the CDE
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It is Larchmont's performance-based approach to assessment that we believe to be the most valuable measure of student understanding.

In order to ensure that our assessment measures align to the learning goals we have in mind for students, teachers develop Standards Trackers. These Standards Trackers are the Larchmont structure for backwards planning methods across all grade levels and content areas. They serve as a guide for ensuring that all standards are incorporated into instruction, and that course work is meaningfully integrated across the curriculum. Before the school year begins, teachers develop Standards Trackers that include, for each unit of study, measurable student outcomes, essential questions and/or big ideas, a scope and sequence of learning outcomes (including a timeline/pacing plan), as well as aligned curricular resources. These critical instructional planning tools support instructional decisions around the frequency and form of objective assessments (both formative and summative).

As much as possible, Larchmont encourages students to demonstrate their learning in a performance-based manner, tapping into the ways in which students learn best as well as their prior knowledge. The primary method through which we assess student progress is through Signature Projects (K-8) and Research Seminars (9-12). As described in Section 3, *Innovative Curricular Components of the Educational Program*, in the elementary grades, Signature Projects are ongoing throughout the school year and also vary in depth and timing. Students in the middle grades demonstrate their conceptual understanding and application of integrated standards through an end of semester/year Signature Project. This project not only measures fundamental understanding of core knowledge, but also taps into presentation, leadership, and process skills. And as students progress to the high school grades, their experience in developing Signature Projects continues with continued project-based learning in the content areas and Junior/Senior Seminars, and Senior Hallmark Projects. We see that when students are engage in real-life activities that require investigation and experimentation, as the depth and complexity of student assessment increases as students advance, we are able to gauge a both nuanced and comprehensive picture of what they know and are able to do.

In the elementary and middle grades, each student develops an assessment portfolio that 1) addresses all the standards, 2) offers a constructivist set of options for demonstrating understanding, and 3) identifies opportunities for cross-curricular assessments. Portfolios accumulate a variety of formative, performance-based assessments. Once students reach the second grade, they prepare and lead conferences in the late fall and spring, communicating their own progress to their parents/guardians and identifying additional goals for the school year. Aligned to the ESLRs and state content and performance standards, students self-evaluate their portfolios using defined rubrics.

In addition to the assessment methods described above, Larchmont Charter School utilizes a variety of ongoing and authentic embedded assessments as checks for understanding in order to inform instruction and facilitate student learning. Examples include rubrics used to evaluate projects and assignments, teacher observations, anecdotal records, and student self-evaluations. Formative assessments occur regularly during the development of units of study to demonstrate to teachers the most current level of understanding for each student. Project expectations embedded in rubrics

help teachers and students jointly describe expectations prior to the completion of projects and assignments. The ongoing monitoring of student progress throughout the year, along with the emphasis on a constructivist set of options for demonstrating understanding, makes performance-based assessment at Larchmont rigorous and relevant.

5. Data Analysis and Reporting

In order to best serve their students, Larchmont teachers and instructional leaders engage in a continuous cycle of examining meaningful and timely individual student data. As such, we use the variety of formative and summative assessment methods described above to help understand our students' strengths and needs, so that we can not only forecast their performance on high-stakes assessments, but also adapt and differentiate instruction to maximize learning. Student assessment at Larchmont Charter School not only complies with federal and state standards but it also includes faculty-devised instruments and processes to appraise students' academic competence, emotional growth and social responsibility.

To this end, the Larchmont Board of Directors' Academic Excellence Committee has institutionalized a reporting system called the Academic Performance Dashboard. This system includes a variety of internal measures the organization has tracked in the absence of standardized testing data. Internal progress report data and reading assessment data, writing assessment data, math interpretative data, and other data are disaggregated by subgroup, performance band, and grade level. Larchmont values using data at multiple levels so much that we have recently added a Data Manager who is skilled in data analysis, statistical analysis and overall data management. As a result of these resources and practices, all decision-makers have the tools and communication structures necessary to ensure Larchmont Charter School delivers on its promise to provide an exceptional public education to our diverse community of students.

Larchmont teachers, with guidance from the Heads of School, examine and analyze pupil outcomes weekly during common planning time and during professional development days throughout the year following each trimester's assessment cycle. At the beginning of the school year, teachers participate in a professional development institute which gives them the opportunity to analyze data derived from state-mandated testing from the previous school year and review incoming students' standards-based report cards which include narratives describing student performance, work habits, and citizenship. When testing data arrives, teachers and instructional leaders examine trends in achievement, including subgroup performance, then make decisions on how to modify, change, or enhance their teaching methodologies and/or the existing educational program. Teachers develop revised vertical articulation guides and curricular plans based on this data, and intervention placement decisions occur as a result. Furthermore, the college counselor reviews students' PSAT/SAT/ACT results and discusses needed interventions with students and their teachers.

After analyzing data to set individualized student goals and instructional priorities, the Head of School (TK-8 or 9-12) with input from the instructional leadership team identify professional development goals for the year. The Board of Directors confirms the academic goals and instructional priorities and identifies necessary managerial support the Heads of School need to execute these plans. As the year progresses, teachers administer ongoing assessments and analyze the data to modify and differentiate instruction. Further, the Heads of School (TK-8 or 9-12) and other instructional leaders provide guidance and support to teachers. At the end of the year, teachers administer end of year assessments and analyze the data to develop initial academic and professional goals for the following school year. Working with the Executive Director, the Board of Directors

identifies ways to support the Heads of School to meet professional development goals and provide curricular support and inform stakeholders of the school's performance as outlined below.

6. Grading, Progress Reporting, and Promotion/Retention

Progress Reporting

All test data is entered into the Larchmont Student Information System (SIS), *Powerschool*, and this system is readily available to parents, teachers, and students. It also includes grades for all assignments, progress reports, and other useful student achievement data. Once the school receives testing results from the State, individual student reports are immediately mailed home or picked up by families. Larchmont Charter School uses the SIS to produce periodic progress reports. These progress reports detail students' progress on state academic content and performance standards, including the CA CCSS, as well as the Essential Schoolwide Learning Results (ESLRs).

In addition to reporting individual performance to students and families, Larchmont also analyzes, reports, and distributes results from assessments, data collection records, evaluations, stakeholder surveys and interviews, including the Larchmont Academic Dashboard, LAUSD School Performance Framework, School Accountability Report Card (SARC), statewide rankings, and the California School Quality Snapshot, to the school community as part of an annual progress and program audit. The Board of Directors continually evaluates these reports to monitor student achievement at Larchmont.

Progress Reports and Grading

The intention of bi-annual progress reports is to inform families of their child's development and progress towards understanding broader concepts, rather than emphasizing mastery of isolated skills. Teachers communicate progress related to specific skills during parent-teacher-student conferences, as well as through ongoing verbal and written feedback during class lessons and on student work.

Elementary grades (TK-5) progress reports at Larchmont include developmental descriptors that describe where students are in their mastery of the state content and performance standards, including the CA CCSS. These descriptors are Emerging, Growing, Proficient, and Outstanding (E, G, P, and O). These descriptors carry the following meaning:

Emerging – We have seen signs that the student is beginning to grasp this concept. It is inconsistent and needs more time and opportunity to solidify.

Growing – Greater consistency is showing or the student is demonstrating greater comfort in exploring, expressing, or applying the concept.

Proficient – The student demonstrates solid understanding of the concept at the level consistent with expectations for the particular grade level.

Outstanding – The student demonstrates complete comfort with the concept and has taken it significantly beyond expectations for the particular grade level; this manifests itself in higher level creative application of the concept to new experiences and opportunities.

When students transition to the middle and high school grades (6-12), students are graded on a traditional A-F grading scale based on their mastery of the standards demonstrated through coursework, homework, class participation, and tests. At the high school level, students also receive an updated Individualized Graduation Plan (IGP) indicating A-G course credit progress towards graduation. The IGP, developed in collaboration with the student, family, and high school counselor, outlines the student's goals and plans for college and career.

Retention and Promotion

Larchmont Charter School has a standards-based promotion policy in accordance with Education Code Section 48070.5(1)(d). The law requires that all Boards of Education adopt a policy that establishes criteria regarding promotion and retention of students at specific grade levels. Larchmont Charter School expects students to demonstrate achievement of grade level standards in order to progress through each grade within one school year. To accomplish this, instruction accommodates the varying interests and growth patterns of individual students and includes strategies for addressing academic deficiencies when needed.

In grades 9-12, promotion is based on successful completion of academic courses and the accrual of units awarded per each passed course (see pp. 70-71). Students must pass required core courses (with a C or better) in order to accrue units towards attaining the next grade level and graduation. Students who have not passed required courses do not promote to the next grade level until units are completed. Students who need to repeat courses are able to do so as the 8- class schedule allows for more classes per year. In addition, struggling students receive continuous academic counseling and have access to ongoing faculty support during conference time.

Criteria for Promotion

- English proficient students must meet minimum grade level standards in English Language Arts and mathematics (based on a combination of state test scores if available, grades and other proficiency measures such as Fountas & Pinnell and Scholastic Reading Inventory scores and Everyday Math and CPM scores)
- English Learners not meeting minimum grade level standards can show adequate progress by advancing one ELD level per year (based on CELDT/ELPAC)
- Decisions about retention of Special Education students will be made working with the IEP team looking at the individual student's IEP and their performance level

When making retention decisions, Larchmont Charter School shall consider the student's grades, overall classroom progress and performance, and other indicators of academic achievement such as national, state, and Larchmont Charter School placement assessments, and portfolios of student work. Additional factors to be considered include academic, physical, social, and emotional readiness for the next grade.

Interventions to Support Promotion

When a student is recommended for retention or is identified as being at risk for retention, the Executive Director or designee shall ensure the student is offered a variety of interventions for assistance. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs, and in-school intervention programs.

Steps Towards Retention

If a student is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and will also contact the child's parent by phone. The child's teacher will consult with the Head of School and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made.

1. Educational Plan

Teachers with support of the Head of School will develop for each student an education plan, including highlighted, time-tracked areas of need in reading, writing and mathematics. Teachers of other subjects may refer students for additional academic support to the Dean as necessary. This continuum will be used to identify appropriate learning goals for the student. The continuums will continue to be used and updated to monitor student progress during the retention year and thereafter.

2. Documentation of Interventions

Teachers will create a folder to document formal student interventions, conferences and any recommendations for retention. All interventions will have occurred prior to the recommendation and will be verified by the Head of School. This folder will also maintain records of school parent communications, including a signed notification to the parent that their student is at risk for retention (see step 3). Finally, the folder shall include assessment data as appropriate to grade level, report card scores and comments, samples of representative work as compared with proficient work at the same grade level, and/or other important information.

3. Parent Notification Process

Parents shall be notified through teacher conferences and progress reports by the midpoint in the grading period when their child is at risk of not meeting grade-level standards for promotion. All written notification must be signed by the parent and returned to the school.

4. Retention Decision Making Process

A final decision regarding a recommended or required retention will be made by the Executive Director at a retention meeting before the end of the school year. Parents are invited and encouraged to attend. Parents are given documentation outlining the school's final decision regarding retention no later than 15 days prior to the last day of instruction. Parents must sign and return the form indicating their agreement or disagreement with the recommendation to retain (in the case of a recommended retention) or their agreement or intent to appeal (in the case of a required retention).

5. Parent/Guardian Appeals Process

The Executive Director's decision to promote or retain a student may be appealed consistent with the following provisions. The burden shall be on the appealing party to show why the Executive Director's decision should be overruled. The Executive Director or designee's determination may be appealed by submitting a written appeal indicating disagreement and the reasons for objecting to the retention to the Board of Directors, within 15 school days of notification of the retention decision. Within 30 days of receipt of a written appeal, the parents or guardians may appear before the Board of Directors to appeal the retention decision. The Board shall meet in closed session to decide the appeal. The decision of the Board of Directors shall be final. If the decision of the Board of Directors is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections, which shall become part of the student's record.

Element 4: Governance

“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).

General Provisions

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. Code section 47604(b).

Title IX, Section 504, and Uniform Complaint Procedures

Charter School shall 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying 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 Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time. Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

Responding to Inquiries

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Notification of the District

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

Student Records

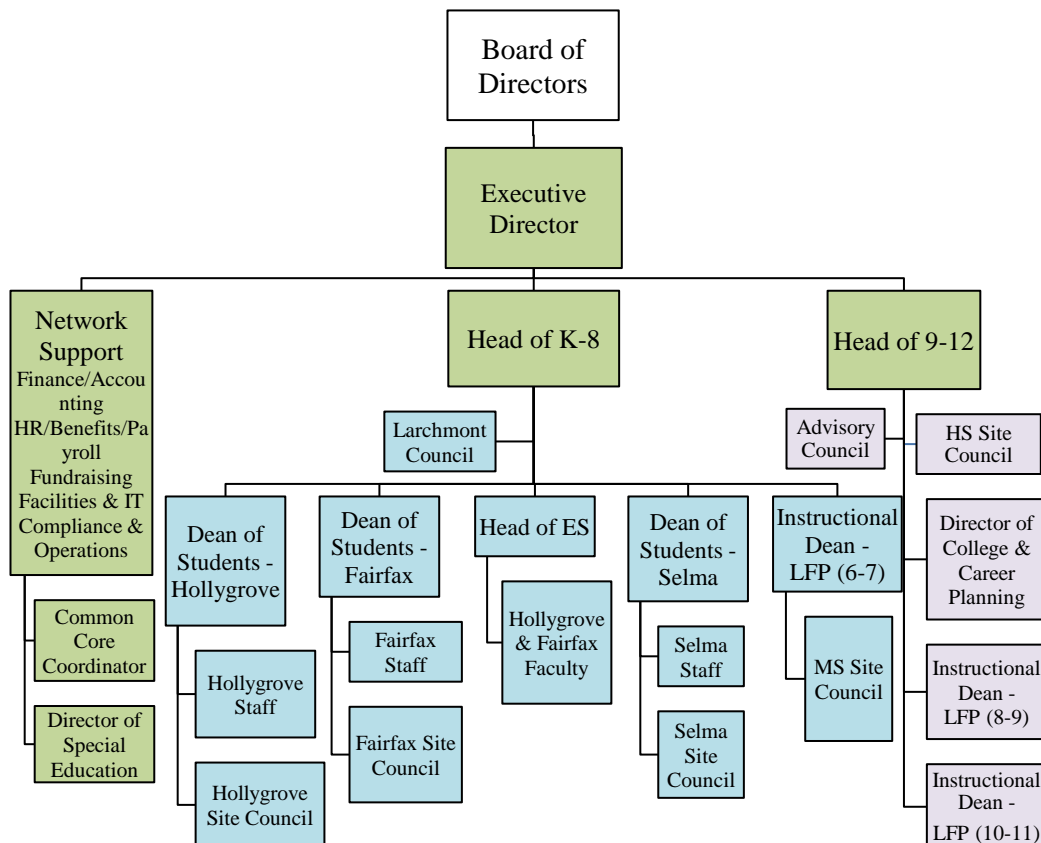
When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Governance Structure

1. Organizational Chart and Roles/Responsibilities

Attached, in Tab 3, please find the Larchmont Schools Corporate Bylaws, Articles of Incorporation, and Conflicts of Interest policies. Larchmont Charter School will be governed by the Larchmont Schools, Inc. Board of Directors, who maintain active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter. Larchmont Charter School is an independent charter and is operated by a 501(c)(3) nonprofit public benefit corporation, Larchmont Schools, formerly known as Larchmont Charter School. Amended Articles of Incorporation were filed with and certified by the Secretary of State in October 2012.

Larchmont Schools has created a central support unit that serves the operational needs of all campuses.



The Board of

Directors hires and supervises the Executive Director and ensures that the organization operates in accordance with the approved charter, federal, state and local laws, LAUSD policies and procedures and sound organizational management practices. The Board of Directors holds the fiduciary responsibility for the organization and approves the annual budget. The Executive Director is responsible for the day-to-day management and operation of the organization and oversees the Heads of School and the Network Support team. The Heads of School are responsible for the instructional program, the hiring and supervision of faculty and Deans, the academic outcomes and the engagement of the school community. The Heads of School ensure the rigor, alignment and quality of Larchmont's educational activities.

Governing Board Composition and Member Selection

2. Board Composition

The Board of Directors of Larchmont Schools ("LS Board") is the governing entity of the organization. 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 following committees support the work of the Board:

- Finance
- Governance
- Audit
- Academic Excellence
- Facilities
- Fundraising
- Communications

The committees work with the Executive Director and school leadership to provide guidance, support and planning around key areas of operations, academic outcomes, community engagement and growth.

3. Criteria and Process for Selecting Board Members

Per the organization's Bylaws, the authorized number of Directors shall be no more than twenty-one (21) and no less than three (3) until changed by amendment of these Bylaws. The Board is composed of parents/guardians of currently enrolled students and community members with expertise in areas that enhance the governance and operations of the corporation and its charter. The Board shall not include any "interested persons" as defined in the Bylaws of the organization.

Additionally, as required under Education Code section 47604(c), a charter authorizer has the right to appoint a representative to the Board.

Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

The chairman of the board of directors may appoint a committee to designate qualified candidates for election to the board of directors before the date of any election of directors. The nominating committee shall make its report before the date of the election or at such other time as the board of directors may set and the secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Vacancies on the board of directors may be filled by approval of the board of directors or, if the number of directors then in office is less than a quorum, by (1) the affirmative vote of a majority of the directors then in office at a meeting or (2) a sole remaining director.

Governance Procedures and Operations

4. Meeting Requirements and Procedures

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. Regular meetings are noticed/agendas posted at all school sites no less than 72 hours prior to the meeting, and special meetings are noticed/agendas posted at all school sites no less than 24 hours prior to the meeting. Committee meetings are handled in the same manner.

5. Decision-Making Procedures

Larchmont Charter utilizes a two-tier process to ensure parents are engaged in the decision making process at the school. First, each campus has a Site Council. The Site Council includes representatives elected by each grade level on the campus and supports the on-site administrative team set priorities and address site-based issues. Second, there is a school-wide council – the Larchmont Council – that is made up of representatives elected from the parents serving on the Site Councils along with faculty representatives elected by faculty from each campus. The Larchmont Council works with the Executive Director and the Heads of School to address school-wide issues, to establish priorities and to review and recommend the annual budget for approval by the Finance Committee.

The Larchmont Council also provides support and guidance on the following critical elements of the school's operations and activities:

- 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)

Stakeholder Involvement

6. Improvement Plan and Process

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 and 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
- Special Education
- Behavior and Safety

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.

Element 5: Employee Qualifications

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

Equal Employment Opportunity

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

1. List of All Positions

Position	Type
Executive Director	Administration
Head of School (K-8)	Administration
Head of School (9-12)	Administration
Head of Elementary School	Administration
Dean of Students	Administration
Instructional Dean	Administration
Director of College & Career Planning	Administration
Director of Human Resources	Administration
Director of Compliance & Operations	Administration
Human Resources Manager	Administration
Business Operations Manager	Administration
Business Operations Coordinator	Administration
Development Manager	Administration
Data Manager	Administration
Office Manager	Administration
Office Clerk	Administration

Receptionist	Administration
Director of Facilities & Technology	Facilities/Technology
Facilities Manger	Facilities
Custodian	Facilities
Common Core Coordinator	Instructional
Math Coordinator	Instructional
Director of Special Education	Instructional
Resource Specialist Teacher	Instructional
Resource Specialist Intern	Instructional
SpED Paraprofessional	Instructional
Additional Adult Assistant (SpED)	Instructional
Multiple Subject Teacher	Instructional
Single Subject Teacher	Instructional
Enrichment Teacher	Instructional
Elective Teacher	Instructional
Reading Specialist	Instructional
Instructional Aide	Instructional
Edible School Yard Program Manager	Instructional
School Psychologist	Student Support Services
Chef	Food Service
Prep Cook	Food Service
Dishwasher	Food Service

2. Job Descriptions

Larchmont Charter School 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 Larchmont actively promotes the curricular philosophy, instructional program and the school community's guiding principles. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and students.

The Larchmont staffing structure places maximum focus on instruction and learning at the site level and consolidation of administrative functions at the Network Support level. This structure frees the school leaders from non-instructional responsibilities, allowing them to exercise instructional leadership that leads to increased student achievement (e.g. instructional observation and feedback, assessment, professional development and curriculum planning.)

Executive Director	<p>The Executive Director is responsible for the overall operation and performance of the school. The Executive Director oversees the instructional program, the fiscal activities, the facilities and the day-to-day operations of the school. The Executive Director is also responsible for ensuring the school's implementation of its charter and the safe operation of the school.</p> <p>The Executive Director hires and supervises the Heads of School (K-8 and 9-12) as well as the support staff (Special, Education, Compliance &</p>
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	<p>Operations, Facilities & Technology, Human Recourses and Business Operations). The Executive Director also oversees the third-party back office provider, the annual lottery and the employment practices of the organization.</p> <p>The Executive Director is responsible for ensuring the school has adequate resources, leadership, facilities and support to sustain the operation of the program and fully implement the charter.</p> <p>The Executive Director is responsible for preparing the annual budget, for providing regular financial updates to the Board of Directors and the Board Finance Committee, for negotiating leases, for securing adequate debt/lines of credit to address cash flow and to lead the fundraising and community engagement activities.</p> <p>The Executive Director is the main point of contact with LAUSD, LACOE, CDE and other state and local agencies and represents the school in the community.</p> <p>The Executive Director reports to the Board of Directors.</p> <p>At minimum, the Executive Director has experience in the areas of instruction, management, fiscal operations and community engagement and has a college degree in a relevant course of study.</p> <p>The ideal candidate will have significant experience leading a multi-faceted organization and will be a strong leader who possesses exemplary written and oral communication skills, who is amble to manage multiple projects at one time, who is committed to the ideals of the school charter and mission and who is able to engage and motivate the school community to engage in the support of the school.</p>
Head of School (K-8)	<p>The Head of School (K-8) is responsible for the instructional program and faculty for grades K-8. The Head of School (K-8) oversees the curriculum, instructional practice, professional development, assessment, testing, program design and implementation, grading, evaluations and budget for the K-8 program.</p> <p>In addition, the Head of School (K-8) works with faculty, students and parents to support student development from the start of Elementary School through the completion of Middle School. The Head of School (K-8) hires the Elementary and Middle School Faculty, the Dean of Students, the Instructional Dean and the Enrichment Faculty.</p> <p>The Head of School (K-8) works with the Elementary and Middle School families to develop a positive school culture and engage the families in the life of the school. The Head of School (K-8) participates in the shaping and implementation of the behavior and discipline policies, the code of conduct</p>

	<p>and the school safety plans. The Head of School (K-8) leads parent education opportunities throughout the school year and supports parents as they support their children through Elementary and Middle School.</p> <p>The Head of School (K-8) evaluates the Elementary and Middle School Faculty through observations and coaching and supports faculty growth and development throughout the year. The Head of School (K-8) also provides mentorship to the faculty and staff.</p> <p>The Head of School (K-8) oversees the 6-8 athletics program and the K-8 extracurricular programs, clubs, afterschool programs and student leadership activities.</p> <p>The Head of School (K-8) works with the Director of Special Education to ensure that the needs of all students are being addressed and that all necessary accommodations and supports are provided to the students that need them.</p> <p>The Head of School (K-8) works with the Dean of Students and the facilities team to manage the facility and ensure its safe and clean operation.</p> <p>At minimum, the Head of School (K-8) will be a highly qualified instructor with significant experience as both an administrator and a classroom teacher. The Head of School (K-8) will have experience designing curriculum, leading professional development and developing assessment and evaluation tools for students and faculty.</p> <p>The ideal Head of School (K-8) will have significant classroom and leadership experience, will have a proven record as a school leader, will engage families, faculty and students in life of the school and actively grow the instructional program of the school.</p> <p>The Head of School (K-8) reports to the Executive Director.</p>
Head of School (9-12)	<p>The Head of School (9-12) is responsible for the instructional program and faculty for grades 9-12. The Head of School (9-12) oversees the curriculum, instructional practice, professional development, assessment, testing, program design and implementation, grading, evaluations and budget for the 9-12 program.</p> <p>In addition, the Head of School (9-12) works with faculty, students and parents to support student development through High School. The Head of School (9-12) hires the High School Faculty, the Instructional Dean and the Electives Faculty and works with the facilities team to manage the facility and ensure its safe and clean operation.</p> <p>The Head of School (9-12) is responsible for ensuring that the 9-12 program meets the UC requirements for graduation, that the 9-12 program is</p>

	<p>adequately preparing all students for college or career opportunities, that all students graduate and that 9-12 program is rigorous and diverse.</p> <p>The Head of School (9-12) oversees the 9-12 athletics program, extracurricular programs, clubs and student leadership activities.</p> <p>The Head of School (9-12) works with the High School families to develop a positive school culture and engage the families in the life of the school. The Head of School (9-12) participates in the shaping and implementation of the behavior and discipline policies, the code of conduct and the school safety plans. The Head of School (9-12) leads parent education opportunities throughout the school year and supports parents as they support their children through High School and as they prepare for College and Career opportunities.</p> <p>The Head of School (9-12) evaluates the High School Faculty through observations and coaching and supports faculty growth and development throughout the year. The Head of School (9-12) also provides mentorship to the faculty and staff.</p> <p>The Head of School (9-12) works with the Director of Special Education to ensure that the needs of all students are being addressed and that all necessary accommodations and supports are provided to the students that need them.</p> <p>At minimum, the Head of School (9-12) will be a highly qualified instructor with significant experience as both an administrator and a classroom teacher. The Head of School (9-12) will have experience designing curriculum, leading professional development and developing assessment and evaluation tools for students and faculty.</p> <p>The ideal Head of School (9-12) will have significant classroom and leadership experience, will have a proven record as a school leader, will engage families, faculty and students in life of the school and actively grow the instructional program of the school.</p> <p>The Head of School (9-12) reports to the Executive Director.</p>
Head of Elementary School	<p>The Head of Elementary School supports the instructional team in grades K-5. The Head of Elementary School leads professional development, curriculum design, assessments, teacher development and instructional practice for teachers in grades K-5. The Head of Elementary School supports the Dean of Students to address student behavior and to support the implementation of the school's ESLRs and behavior management tools. The Head of Elementary School supports teachers in working with parents and guardians to support their students.</p> <p>The Head of Elementary School supports the Head of K-8 in the</p>

	<p>development and implementation of the standards-aligned curriculum, the assessment program and the instructional program.</p> <p>The Head of Elementary School has significant instructional experience, including classroom teaching, and has strong management and communication skills.</p> <p>At minimum, the Head of Elementary School will meet the Highly Qualified criteria under No Child Left Behind, and the desired qualifications would include a clear multiple subject credential, advanced coursework and/or degree(s) in early childhood development, significant experience designing and delivering instruction and administrative experience and/or credential.</p> <p>The Head of Elementary School reports to the Head of School (K-8) and is a key member of the instructional team and the school leadership team.</p>
Dean of Students	<p>The Dean of Students is responsible for the day-to-day operation of their campus, including effective implementation of the school's behavior and discipline policies, safety policies and procedures, fiscal operations, facilities operations, community engagement and lunch and after school programs. The Dean of Students works with the Head of School (K-8) to support the instructional program and faculty.</p> <p>At minimum, the Dean of Students has both instructional and management experience and is a credentialed teacher or administrator. The Dean of Student will also have strong interpersonal skills, effective management and operations skills and a passion for education.</p> <p>The desired candidate would have experience with school operations, budget management and school safety planning, as well as classroom-based teaching experience.</p> <p>The Dean of Students reports to the Head of School (K-8 or 9-12) and is a key member of the school administration.</p>
Instructional Dean	<p>The Instructional Dean supports both the faculty and the administration for their assigned grade span. The Instructional Dean provides one-on-one support to faculty, including observations, evaluations, coaching and professional development. The Instructional Dean partners with faculty to address instructional, behavioral and social-emotional issues within their grade span cohort. The Instructional Dean is a member of the school-site administration and supports the ongoing operation of the facility. The Instructional Dean works with the Heads of School (K-8 and 9-12) to ensure that the facility is clean, safe and orderly. The Instructional Dean is responsible for the effective implementation of the school's behavior and discipline policies and is the point of contact for parents and students on a day-to-day basis.</p>

	<p>The Instructional Dean leads staff meetings, guides professional development and supports faculty in and out of the classroom.</p> <p>At minimum, the Instructional Dean will have experience delivering direct instruction and supporting students and faculty across all aspects of the school day. The Instructional Dean will have a teaching credential and/or an administrative credential or similar school-based experience.</p> <p>The desired candidate will have significant school site operations and administrative experience and will be knowledgeable in all areas of staff development and management. In addition, the desired candidate will possess a strong understanding of student development, behavior, discipline and social-emotional needs. The desired candidate will have strong written and oral communication skills, will be a consensus builder within all areas of the school community and will be a leader.</p> <p>The Instructional Dean reports to the Head of School (K-8 or 9-12) and is a key member of the school administration.</p>
<p>Director of Compliance and Operations</p>	<p>The Director of Compliance and Operations is part of the school support team and is responsible for ensuring that the school operates in compliance with all applicable laws, its charter, internal policies and procedures and generally accepted standards. The Director of Compliance and Operations ensures that the school meets all required reporting deadlines, that it maintains accurate student records, that it complies with all laws and statutes and that the school operates in accordance with its charter.</p> <p>The Director of Compliance and Operations works with the Executive Director, the Heads of School, the Deans, the Office Managers and the other school support team members (Facilities, Human Resources, Data, Business Operations) to ensure that the school is fully compliant at all times. The Director of Compliance and Operations, along with the Executive Director, serves as a primary point of contact for the school with the various local, county, state and federal agencies with whom the school transacts business.</p> <p>The Director of Compliance and Operations oversees, in conjunction with the Executive Director, the school's annual public lottery, its enrollment practices and its day-to-day operations. The Director of Compliance and Operations also oversees the maintenance of the Student Information System, the school's student records procedures and the school's family and student handbooks and related policies and procedures.</p> <p>The Director of Compliance and Operations works with school support team to ensure that all school activities, both on-campus and off-campus, are safe and properly vetted prior to commencement.</p> <p>At minimum, the Director of Compliance and Operations has a college degree and a minimum of 3-5 years of experience working in education or a</p>

	<p>related field and has a proven track record overseeing multiple activities at the same time. In addition, the Director of Compliance will have the ability to manage multiple timelines, meet deadlines, effectively communicate policies, procedures and requirements and provide support to all areas of the organization to ensure that the school operates in safe and complaint manner.</p> <p>The ideal candidate will have direct school experience, either as a teacher or administrator and will have an advanced degree or additional, relevant work experience dealing with compliance and operations.</p> <p>The Director of Compliance and Operations reports to the Executive Director and is a key member of the school support team and the school administration.</p>
Director of Special Education	<p>The Director of Special Education is responsible for the school's Special Education program and ensuring that the program supports all students. The Director of Special Education provides leadership and professional development for both the general education and special education faculty, and works to provide each student with the services and supports that he/she needs to effectively access the school's program.</p> <p>The Director of Special Education oversees the creation, implementation, maintenance and closing of all IEPs and leads the assessment and evaluation process for the school. The Director of Special Education also oversees the creation and implementation of all 504 plans.</p> <p>The Director of Special Education works with the Heads of School to ensure that all students are able to access the curriculum, that all faculty are aware of and providing all necessary accommodations, that all services are being provided and that all statutory requirements are being met for each student.</p> <p>The Director of Special Education is responsible for negotiating all service contracts for vendors, hiring of special education staff and ensuring that all service levels are consistently met.</p> <p>At minimum, the Director of Special Education will have either a multiple subject or single subject credential and will be experienced with the IEP process, the needs of special needs students, the requirements under FAPE and the legal obligations of the school. In addition, the Director of Special Education will have experience designing curriculum, supporting and training faculty, leading professional development and working with families and service providers.</p> <p>The ideal candidate will have experience working with special needs students, faculty and service providers and will be an expert in providing support and services to students with special needs and their families.</p>

	<p>The Director of Special Education reports to the Executive Director and is a key member of the school leadership team.</p>
Director of Facilities and Technology	<p>The Director of Facilities and Technology is responsible for the operation, maintenance and safety of all school facilities. The Director of Facilities and Technology is also responsible for the school's technology plan, technology infrastructure and network/data security.</p> <p>The Director of Facilities and Technology supports the instructional and administrative teams with the use of technology for instruction and school operations. The Director of Facilities and Technology handles the selection and implementation of all technology platforms, ensures proper licensing of all software, develops and implements the school's technology plan and maintains the school's technology inventory.</p> <p>The Director of Facilities and Technology oversees the facilities team and contractors, including janitorial services, security, landscaping, telecommunications, equipment services and operations. The Director of Facilities and Technology oversees all construction and maintenance projects on school property, bids and awards projects in accordance with the school's fiscal policies and maintains the physical inventory of the school.</p> <p>The Director of Facilities and Technology works with the Heads of School (K-8 and 9-12), the Director of Compliance and Operations, the Dean of Students and other site-level staff to ensure that the campuses are safe, are compliant with all local/state/federal requirements, that safety plans are in place, that regular safety drills and trainings are completed and that the school operates its facilities at the highest standards possible.</p> <p>The Director of Facilities and Technology supervises the facilities team and reports to the Executive Director.</p> <p>At minimum, The Director of Facilities and Technology has experience managing a small to mid-size facility and experience developing, implementing and administering networks and related technology.</p> <p>The ideal Director of Facilities and Technology will have experience managing a multi-site organization, preferably education related, will have experience building and deploying wired and wireless infrastructure, will have strong project managements skills, interpersonal skills and leadership skills. In addition, the ideal Director of Facilities and Technology candidate will have a strong background in facilities operations and upkeep and will have experience with construction and renovation.</p>
Director of College and Career Planning	<p>The Director of College and Career Planning works with the 9-12 leadership team to support all 9-12 students as they plan and prepare for life after graduation from Larchmont Charter School.</p>

	<p>Planning includes the development of an Individual Graduation Plan for each student to ensure that they have the necessary credits and courses to meet both the A-G graduation requirements and Larchmont Charter School's graduation requirements.</p> <p>Director of College and Career Planning is responsible for ensuring that all courses are submitted and approved for A-G credit and that all students are programmed to meet A-G requirements.</p> <p>The Director of College and Career Planning works with the Head of 9-12 and the 9-12 Instructional Deans to support the scheduling of students and programming of faculty.</p> <p>The Director of College and Career Planning works with students and their families to plan and prepare for college and career opportunities after graduation.</p> <p>The Director of College and Career Planning is a key member of the 9-12 leadership team and reports to the Head of 9-12.</p> <p>At minimum, the Director of College and Career Planning will have experience working with students as they move through grades 9-12 as either a counselor or career planning coordinator.</p> <p>The Ideal candidate will have experience working with both high school and college students and will also have experience with securing course approvals through the UC system and will have significant experience supporting students through the college application process, including familiarity with online college planning resources and selection tools.</p>
Teaching Staff	<p>Teacher Qualifications</p> <ul style="list-style-type: none"> • 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. <p>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</p>

	<p>compliance with NCLB.</p> <p>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 Larchmont Charter School and made readily available for inspection.</p>
Teacher's Assistants	<p>Responsibilities of the teacher's assistant are, but not limited to, the following:</p> <ul style="list-style-type: none"> • Assist 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 <p>Qualifications:</p> <ul style="list-style-type: none"> • 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

Element 6: Health and Safety Procedures

“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 Section 44237.” Ed. Code § 47605(b)(5)(F).

Health, Safety and Emergency Plan

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and blood-borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

1. Custodian of Record

In accordance with California Department of Justice requirements, the Director of Compliance and Operations serves as the Larchmont Charter School Custodian of Record.

2. Health and Wellness Promotion

As described in Section 12: *Key Features of the School’s Instructional Program*, Larchmont Charter School implements Alice Waters’ Edible Schoolyard program, whereby we teach essential life skills and support academic learning through hands-on classes in a comprehensive organic gardening program on our urban public school grounds. The Edible Schoolyard provides a seasonal, delicious and nutritious hot lunch program to support our students’ health and wellness, teaching students how their choices about food affect their health, the environment, and their communities.

In addition, pursuant to the Healthy, Hunger-Free Kids Act of 2010, Larchmont Charter School has a Local School Wellness Policy, which establishes how the school supports and promotes the health and wellness of its students. This policy includes:

- Goals for nutrition promotion and education, physical activity, and other school based-activities that promote student wellness;
- Nutrition guidelines for all foods and beverages available on school campus during the school day;
- Requirements that stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy;
- A plan for measuring effectiveness, that is measured periodically and that the assessment is made available to the public;
- Public notification informing and updating the public (parents, students, and others in the community) periodically about the content and implementation of the local school wellness policy; and

- Local designation of a school official responsible for ensuring the school complies with the local school wellness policies.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

Criminal Background Checks and Fingerprinting

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Immunization and Health Screening Requirements

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq including the mandated reporter training required by AB 1432/Ed. Code 44691.

Element 7: Means to Achieve 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).

Court-ordered Integration

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 the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 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 lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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 Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Federal Program Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. 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 all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, 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 Program eligibility and 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
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

1. Plan for Achieving and Maintaining LAUSD's Racial and Ethnic Balance Goal

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.

2. How This Plan Will Achieve and Maintain the LAUSD Racial and Ethnic Balance Goal

The many strategies we use to achieve the racial/ethnic balance we seek are:

1. 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
- 2. Partner with our Korean Families Association and our Latino Families Association to ensure broad outreach in the community.
- 3. Conduct open houses and school tours on a regular basis during the school year
- 4. Develop and distribute promotional and informational material, such as school brochures and flyers that are translated into Spanish and Korean
- 5. Partner with various pre-schools, elementary, middle and high schools, to provide them with information specific to their grade levels.
- 6. 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 (dance classes, self-defense classes, etc.).
- 7. We use our parents as tour guides to provide bilingual tours.
- 8. We advertise in local Spanish language informal and formal media
- 9. We provide neighboring elementary schools and middle schools with brochures/flyers and let them know that we have grades 6 and above.
- 10. We have information available through brochures, flyers and the school's 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.

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 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.

Element 8: Admissions Requirements

"Admission requirements, if applicable." Ed. Code § 47605(b)(5)(H).

McKinney-Vento Homeless Assistance Act

Charter School shall 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admissions Requirements

1. Requirements for Admission / Enrollment

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

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 Orientation Meetings (attendance at a Charter School orientation meeting is encouraged but not required for participation in the lottery)

2. Completion of a lottery form

Registration packets for students who are admitted will also gather the following:

1. Completed student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completed 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) 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 enrollment period begins, and updates, if any, will be posted on the school's website.

Larchmont Charter School 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 applicant information prior to the start of the public drawing (ensuring name, grade and preferences are correct to ensure an accurate lottery), 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.

Student Recruitment

2. Plan for Recruiting Students

Larchmont Charter School will actively recruit a socio-economically and ethnically diverse student population from the District and strives to build a school community that is reflective of the overall ethnic and socio-economic characteristics of Los Angeles. LCS aims to serve a population of students that is at least 50% non-white, that is 40% Free/Reduced Lunch-eligible, that has significant populations of Latino, Asian and African American students, that has no one subgroup representing more than 60% of the overall population and that is inclusive of students with special needs.

Larchmont will achieve this diversity through its outreach efforts. By working with area schools, community groups, preschool operators (including the area Head Start/First Five programs), religious groups, afterschool providers and neighborhood group, we will provide information about

the Larchmont program and provide materials to prospective parents. As we continue to build a multi-faceted school community, we will create and distribute outreach materials in various languages, including Spanish and Korean, utilize native speakers to conduct parent meetings and support outreach activities, distribute multilingual information through our website and other electronic distribution tools and provide multiple language translation services at school outreach events.

Larchmont 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.

Lottery Preferences and Procedures

3. Preferences and Rationale

Larchmont Charter School 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)
- Siblings of students already attending the school
- Children of Larchmont Charter School employees and Board members (this preference will be capped at 10% of current openings at any grade level)
- Students who reside in the District
- All other applicants

Notes:

- For the children of employee/Board member preference, if the current openings available in any grade are less than 10, this preference will not be provided for that grade. “Current opening” is defined as a seat in a grade for which there is no currently enrolled student at the time of the lottery. For example, if 6th grade has 50 more seats than 5th grade as the school grows from 119 to 169 seats, therefore five (5) seats (10% of 50) would be available for this preference as there are no currently enrolled students for those 50 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:

- FRL Eligible Preference: Students indicating they qualify for free or reduced price lunch (“FRL-eligible”) on their lottery form in accordance with the current income requirements as provided by the California Department of Education; verification of eligibility will be required prior to enrollment.
- Attendance Area Preference: 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 he or she is eligible for this preference will be included twice in the lottery, rather than once.

4. Lottery Procedures

The primary means to access the Larchmont Charter School lottery form is through the LCS website – www.larchmontcharter.org. If a family does not have access to the Internet, LCS main office staff will provide the family with a paper lottery form and/or allow individual families to use the school’s computers, printers, and Internet access to complete their lottery form. 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 Charter School 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 Charter School 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:
 - Group A: Child of Founding Parents (in accordance with the LAUSD Founding Parent Policy)
 - Group B: Sibling of current student (LAUSD resident)
 - Group C: Sibling of current student (non-LAUSD resident)

- Group D: Child of Larchmont Charter School employee or Board member (LAUSD resident)
- Group E: Child of Larchmont Charter School employee or Board member (non-LAUSD resident)
- Group F: Students who reside in the District
- Group G: All other applicants

Notes: 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. Per LAUSD 2012 policy, Group A is capped at 10% of enrollment for those involved in founding the schools prior to first opening, founding status is non-transferable.

4. The Larchmont Charter School 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 students. 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 LCS 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 to increase 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 higher 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 he or she is eligible for this preference will be included twice in the lottery, rather than once and will therefore have a greater chance of being admitted 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. Students in each of the seven 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:

1. Group A
 2. Group B
 3. Group C
 4. Group D
 5. Group E
 6. Group F
 7. 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.
- Larchmont Charter School offers instruction in the same grades at multiple campuses. For this reason, prospective families applying to the school are asked to list their preferred campus. It is noted on the lottery form that Larchmont is a single charter school with a single lottery and as such, Larchmont may not be able to accommodate their campus preference. After the lottery, in the order established by the lottery, Larchmont enrolls students in the noted preferred campus until all spots at that campus are filled. After this time, families are offered spots in the order established by the lottery at whichever campus has space.

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:

Offered admission, or

Placed on the waiting list for the upcoming school year.

This communication will include the student's number on the waiting list, if they are not being offered admission, and will go out within two weeks of the lottery. All families of students who are not offered admission 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 prior to that time. 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 admission.

9. Families that are offered admission are given five (5) calendar 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 admission, 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, in order to confirm the conversation. Upon receipt of the confirmation, the first family on the waiting list will then be offered the seat.

10. Families that accept admission are provided with an enrollment packet containing documents, instructions and information necessary to process the incoming student(s). Parents will be given approximately four (4) weeks to return the enrollment packet 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 the 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.

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.

Element 9: Annual 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).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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

- A. Provisional Budget – Spring prior to operating fiscal year
- B. Final Budget – July of the budget fiscal year
- C. First Interim Projections – November of operating fiscal year
- D. Second Interim Projections – February of operating fiscal year
- E. Unaudited Actuals – July following the end of the fiscal year
- F. Audited Actuals – December 15 following the end of the fiscal year
- G. Classification Report – monthly according to school’s Calendar
- H. Statistical Report – monthly according to school’s Calendar of Reports.

In addition:

- P1, first week of January
- P2, first week of April
- I. Instructional Calendar – annually five weeks prior to first day of instruction
- J. Other reports as requested by the District

Annual Audit Procedures

1. Position Responsible for Contracting with Accountant

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Larchmont Schools to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. Larchmont 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.

2. Position Responsible for Working with the Auditor

All auditors will report directly to the Larchmont Schools 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.

3. Procedures to Ensure the Selected Auditor is on State Controller’s List

Larchmont Schools 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.

4. Process to Address and Resolve Deficiencies

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.

5. Position Responsible for Ensuring the Auditor Sends the Audit by Deadline

The Executive Director shall ensure that all deadlines related to the Board's review of the Audit and the submission of the Audit to all relevant agencies are met. The Executive Director will work with the Chair of the Audit Committee to advise and update the Board.

Element 10: Suspension and Expulsion Procedures

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

General Provisions

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students With Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows 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 Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

Notification Of The District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice 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
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to 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 Charter School shall be given a rehabilitation plan upon expulsion as developed by 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 apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

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, Charter School's governing board shall readmit the pupil, unless 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

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

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

1. Discipline Foundation 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. Larchmont does not consider suspension and/or expulsion to be effective means of improving student behavior and compliance with Charter School rules and policies. While either or both may become necessary in extraordinary circumstances, Larchmont uses a variety of other strategies to intervene. Students who do not adhere to stated expectations for behavior and who violate the Charter School's rules will experience non-suspension and non-expulsion consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the Principal, Assistant Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Larchmont Charter School faculty and staff are trained in strategies focused on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely.

This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent/Student Handbook which is sent to each student at the beginning

of the school year. 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.

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, outlined below. Disciplinary policies and procedures will also address student conduct that presents an immediate threat to the health or safety of others.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

2. Suspension

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students or a member of Charter School staff to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. “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 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:
 - i. 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.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. 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.
 - b. “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - 1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Expulsion

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her

own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students or a member of Charter School staff to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. "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 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:
 - i. 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.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. 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.
 - b. "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - iii. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - iv. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - v. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - vi. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
2. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for when it is determined pursuant to the procedures below that the pupil committed any of the following acts:
- 1. Possessing, selling or otherwise furnishing a firearm. (California Education Code section 48915(c)(1))
 - 2. Brandishing a knife at another person. (California Education Code section 48915(c)(1)).
 - 3. Unlawfully selling a controlled substance. (California Education Code section 48915(c)(3)).
 - 4. Committing or attempting to commit a sexual assault or battery. (California Education Code section 48915(c)(4)).
 - 5. Possession of an explosive. (California Education Code section 48915(c)(5)).

4. In-School Suspension

Larchmont Charter School offers in-school suspension as a means of reducing time missed from learning for behavioral issues.

Suspension Procedures

5. Rules and Procedures

Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the administrative staff (Head of School or Dean of Students), with the student and his/her parent/guardian, and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the administrative staff.

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, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, 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. This conference shall be held within two school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

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 may also be included. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Students will not be suspended for more than 20 days for the year. A student may have more than a 5 consecutive day suspension if expulsion process has been initiated.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

Disciplinary Records

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.

If a parent or guardian disagrees with the suspension, the parent or guardian may include a written statement of his or her objections to the suspension. Any such statement shall be submitted within thirty (30) days of the last day of the pupil's suspension. The statement shall become part of the pupil's school record unless the suspension is changed or removed as a result of the objection.

6. Maximum Days

Students will not be suspended for more than 5 consecutive days and no more than 20 days for the year. A student may have more than a 5 consecutive day suspension if expulsion process has been initiated.

7. Access to Education

Interim education will be provided for suspended students in the form of independent work put together by a credentialed staff member.

8. Suspension Pending Expulsion

Students who are recommended for expulsion are suspended from school until the LCS 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 along with the appeal process for both suspensions and expulsions (as outlined below).

Expulsion Procedures

9. Rules and Procedures

Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing before the Administrative Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion. Pending the expulsion hearing, the school will ensure that the student and his or her family 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 Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student 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.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian, within five (5) school days of the decision to expel. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School and (c) Notice regarding the process to appeal the expulsion as outlined below.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Appeals of Disciplinary Action

Appeals of disciplinary action, suspension, and 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. The Executive Director will provide a written response no more than 20 days from the written request. All decisions made by the Executive Director are final.

Expulsion Appeal Rights & Timeline

Parents may appeal the expulsion decision of the Administrative 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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
 - b. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 - c. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
2. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 3. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 4. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 5. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless

it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

6. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
7. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
8. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

10. 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 may readmit the pupil, unless LCS makes a finding that the pupil has not met the conditions of his or her rehabilitation plan.

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 will assist the parent with information that facilitates finding an alternative placement. LCS students who are expelled from LCS can apply to enroll in their home school, or any other school, pursuant to inter- and intra-District transfer policies. They can also enroll at any other public charter schools, subject to those charter schools' enrollment policies and capacity. Private schools are also an alternative. LCS will not admit or re-admit a student who is currently on an expulsion order and has not completed his or her rehabilitation plan.

Element 11: Employee Retirement Systems

“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).

Classified, and Other Staff Members

Non-certificated and other employees of the Charter School will participate in the federal Social Security system in accordance with applicable law. LCS does not participate in PERS.

Certificated Staff Members

Certificated employees of the Charter School will participate in the State Teachers’ Retirement System (STRS) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems.

Larchmont Charter School 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.

Compensation and Other Benefits

The Board of Directors ratifies the final compensation and benefits plans for all staff at Larchmont Charter School as part of the annual budget approval process. Benefits may include, among other offerings, health, vision and dental coverage for employees and their families, life insurance, a flexible spending accounts (FSA) and a 403(b) plan. The Charter School reserves the right to change/add/delete coverage and offerings at any time. The Charter School intends to pay competitive salaries for all positions.

Oversight Of Benefits

Larchmont Charter School 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 human resources department, under the supervision of the Executive Director, manages the benefits program for all employees.

Employee Policies

Employee Policies relating to the terms and conditions of employment are included in Element 13.

The Larchmont Charter School 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 an 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: Public School 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).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers 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).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and 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).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and 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 Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated 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 p.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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Larchmont Charter School
444 N. Larchmont Boulevard, #207
Los Angeles, CA 90004

- 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 purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16: Charter School Closure Procedures

“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).

Revocation of the Charter

The District may revoke the Charter if 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 Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give 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.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall 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 of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student'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

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student 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, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's 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. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time

of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, 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 also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar 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.

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.

Charter School shall pay for the financial closeout audit of 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 Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. 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 Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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 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 identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, 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. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing 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.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its 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 authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves 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.

Additional Provisions

Facilities

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District 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 District facilities with another user, the District shall provide the operations and maintenance services for the District 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 District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 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.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety

agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. 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 Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/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 ("Board of Education") 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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 Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by 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 Its Board of Education 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division 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:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

Should 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 Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, 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 attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. 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 attorneys' 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that 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 Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, 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 its 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 the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School 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 Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).

District Required Language Addendum

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Assurances and Affirmations

Larchmont Charter School (also referred to herein as “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not charge tuition. Ed. Code § 47605(d)(1).
- Not discriminate against any pupil 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. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves the charter school without graduating 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. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The 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)(i).

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b)(5)(A)(ii).

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” Ed. Code § 47605(b)(5)(A)(iii).

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

ENGLISH LEARNERS

Charter School is required to timely identify potential English Learners (ELs) 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 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), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans

with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

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 LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and 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 Ed. 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 commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to 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 had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have 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 approved by the 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 the 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 MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data (**Including Charter Schools**)

The usual file including District ID.

- Norm day
District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS (**Including Charter Schools**)

- All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout (**Including Charter Schools**)

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (**Including Charter Schools**)

- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide 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. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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 Charter School.

Element 4 – Governance

“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).

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School's governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. Code section 47604(b).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying 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 Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply

with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“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 Section 44237.” Ed. Code § 47605(b)(5)(F).

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

Element 7 – Means to Achieve 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).

COURT-ORDERED INTEGRATION

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 the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 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 lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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 Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. 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 all parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher
- Notify each individual parent, in a timely manner, 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 Program eligibility and 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
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 8 – Admission Requirements

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

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

Charter School shall 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual 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).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to school's Calendar
- h. Statistical Report – monthly according to school's Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows 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 Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice 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
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to 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 Charter School shall be given a rehabilitation plan upon expulsion as developed by 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 apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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, Charter School's governing board shall readmit the pupil, unless 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

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

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“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).

[NOTE: No District Required Language is being provided for inclusion in this element.]

Element 12 – Public School 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).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers 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).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and 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).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and 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 Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated 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 p.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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Charter School

[See Element 14]

- 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 purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Charter School Closure Procedures

“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).

REVOCATION OF THE CHARTER

The District may revoke the Charter if 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 Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give 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.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially

returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall 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 of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student'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

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student 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, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's 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. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, 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 also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each

grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar 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.

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.

Charter School shall pay for the financial closeout audit of 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 Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. 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 Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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 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 identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, 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. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing 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.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its 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 authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves 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.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the

District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District 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 District facilities with another user, the District shall provide the operations and maintenance services for the District 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 District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 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.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request..

Pest Management: Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. 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 Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/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 ("Board of Education") 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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 Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by 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.
9. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
10. 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.
11. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. 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 Its Board of Education 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division 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 inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

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

Should 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 Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, 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 attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. 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 attorneys' 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed

under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that 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 Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, 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 its 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 the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School 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 Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).