



Larchmont Charter School

2020 - 2025 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
August 19, 2019

Larchmont Charter School
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Assurances, Affirmations, and Declarations

Larchmont Charter School (also referred to herein as “Larchmont,” “LCS” 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); Ed. Code § 220.)
- Except as provided in Education 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 Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending 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 Charter School without graduating or completing the school year for any reason, 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 Education 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 Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the 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.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides 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 may 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

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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).)

“The annual goals for the charter school 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 charter 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 (2013) (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)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education 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 Education 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 Education 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 local control and accountability plan and annual update to the local control and accountability plan.” (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 Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter 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 evaluation of the effectiveness of its EL program. 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 provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter 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 School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter 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 for the purposes of special education but will function in a similar

role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section 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 charter 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, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

District ID, SSIS 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**

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

District ID, SSIS 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**

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

- **Monthly SESAC and Suspension data**

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently 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 directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

1. General Information

<i>General information</i>	
<i>The contact person for Charter School is:</i>	<i>Amy Held</i>
<i>The contact address for Charter School is:</i>	<i>444 N. Larchmont Blvd, #207 Los Angeles, CA 90004</i>
<i>The contact phone number for Charter School is:</i>	<i>(323) 380-7893</i>
<i>The proposed address or ZIP Code of the target community to be served by Charter School is:</i>	<i>Larchmont Charter School at Hollygrove, 815 N. El Centro Ave., Los Angeles, CA 90038 *see Target Student Population for description of broader target area</i>
<i>This location is in LAUSD Board District:</i>	<i>4 - Fairfax, Selma, Hollygrove 2 – Lafayette Park Place</i>
<i>This location is in LAUSD Local District:</i>	<i>West & Central</i>
<i>The grade configuration of Charter School is:</i>	<i>TK-12</i>
<i>The number of students in the first year will be:</i>	<i>1,622</i>
<i>The grade level(s) of the students in the first year will be:</i>	<i>TK-12</i>
<i>Charter School's scheduled first day of instruction in 2020 - 2025</i>	<i>August 19, 2020</i>
<i>The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</i>	<i>1,841</i>
<i>The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:</i>	<i>Traditional / single track</i>
<i>The bell schedule for Charter School will be:</i>	<i>TK-4: 8:30am to 3:00pm 5-7: 8:20am to 3:25/3:35/3:45pm</i>

	<i>8-12: 8:30am to 3:35/3:50pm</i>
<i>The term of this Charter shall be from:</i>	<i>July 1, 2020-June 30, 2025</i>

Community Need for Charter School

Larchmont Charter School, a grades TK-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 of Directors 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 School operates a continuous TK-12 program. The first senior class graduated at the end of the 2015-2016 school year. Our students are served on the following four campuses:

- Larchmont Charter School at Fairfax (TK-4)
- Larchmont Charter School at Hollygrove (TK-4)
- Larchmont Charter School at Selma (5-7) (This site has been provided based on Proposition 39 agreement and is subject to a yearly application process)
- Larchmont Charter School at La Fayette Park Place (8-12)

2. School Performance

Academic Performance Data and Other Absolute Comparative Performance Indicators

During 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 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.

California Assessment of Student Performance and Progress (“CAASPP”)

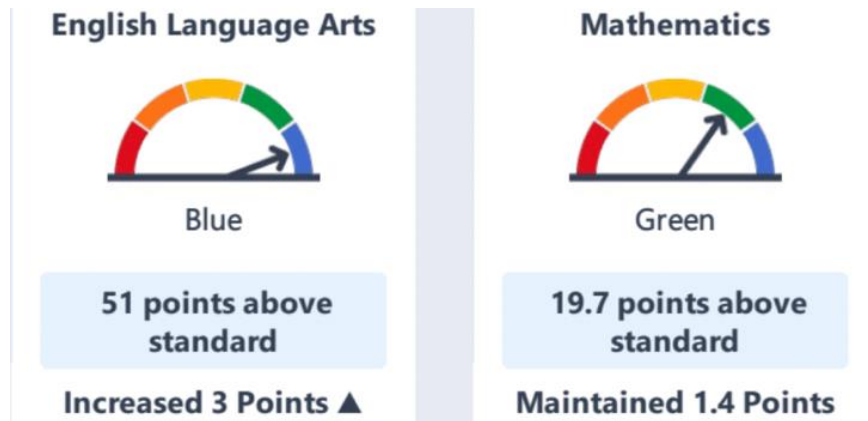
The 2018 CAASPP results show that students at Larchmont are meeting or exceeding English Language Arts (“ELA”) and Math standards at much higher rates compared to students enrolled at Resident Schools and at similar rates compared to students enrolled at Similar Schools within LAUSD. For the 2018 CAASPP for ELA, 73.29% of Larchmont students met or exceeded standards, compared to the Resident Schools Median of 41.50%, Similar School’s Median of 73.00%, and LAUSD rate of 42.31%. In Math, 61.83% of Larchmont students met or exceeded standards, compared to the Resident Schools Median of 25.42%, Similar School’s Median of 69.43%, and LAUSD rate of 31.32%. Larchmont’s performance on the CAASPP has remained strong over time, as shown in the table below.

CAASPP Met/Exceeds Standards Combined Percentage¹

	2015-16		2016-17		2017-18	
	ELA	Math	ELA	Math	ELA	Math
Larchmont	70.0%	61.0%	72.24%	63.14%	73.29%	61.83%
Similar School’s Median	77.0%	64.5%	69.45%	67.99%	73.00%	69.43%
Resident Schools Median	41.5%	24.5%	42.81%	25.08%	41.50%	25.42%
LAUSD	39.0%	28.0%	39.55%	29.86%	42.31%	31.32%

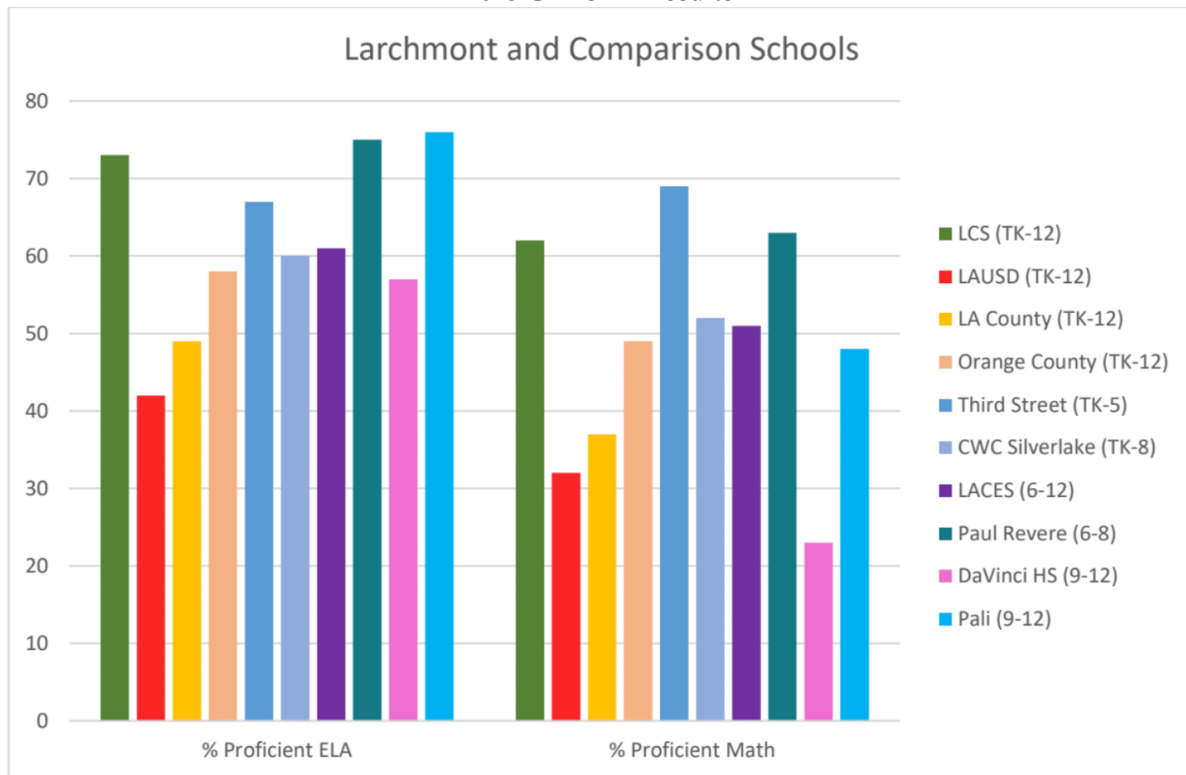
On the California School Dashboard, Larchmont is rated “blue” and “green” – the two highest performance indicators – for ELA and Math, respectively.

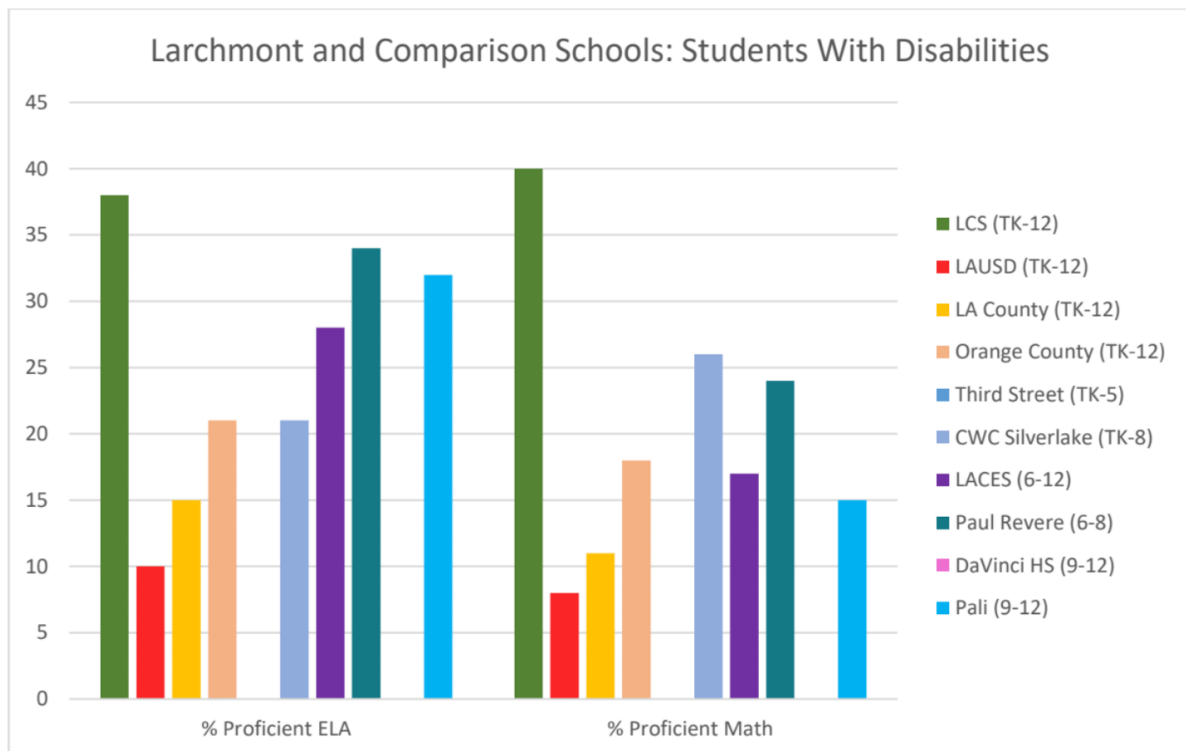
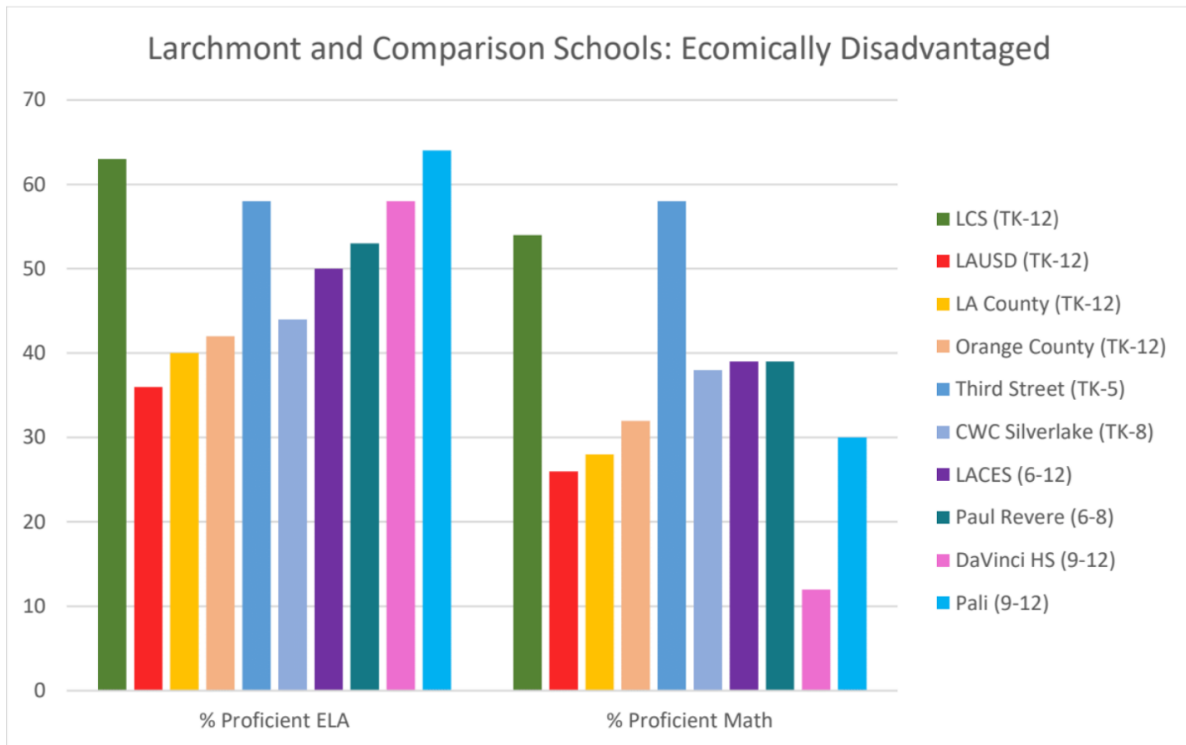
¹ Source: LAUSD Office of Data and Accountability.

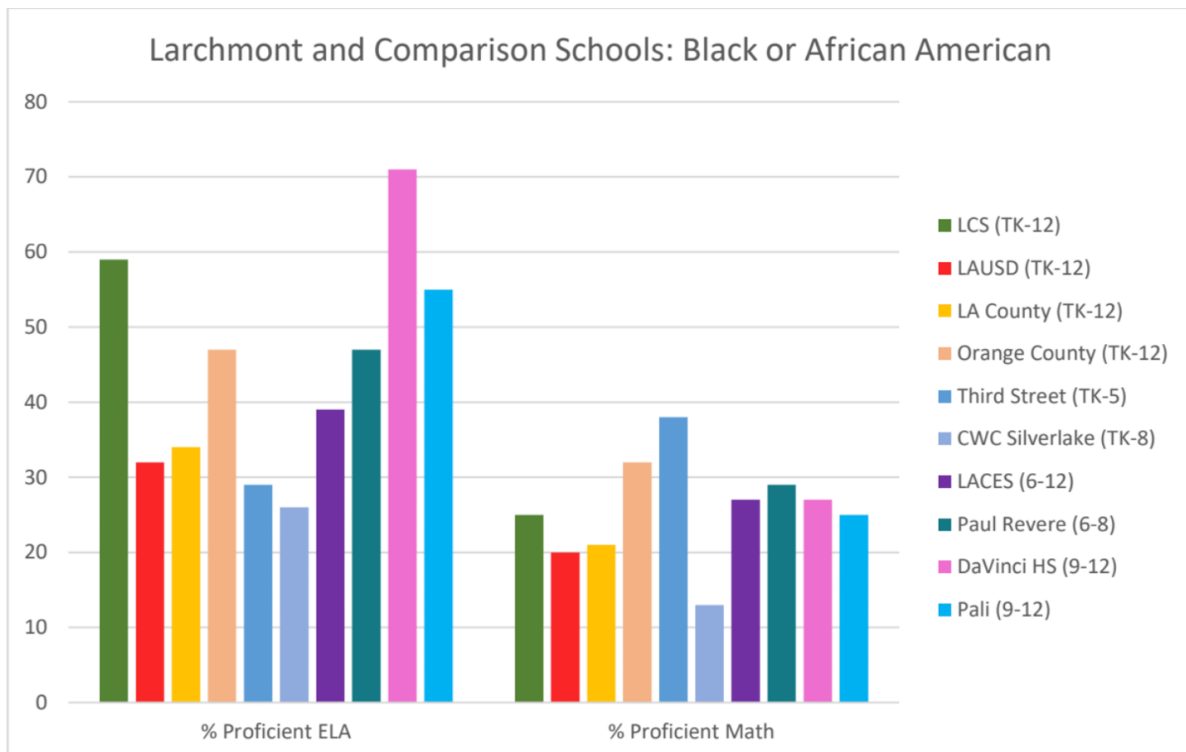
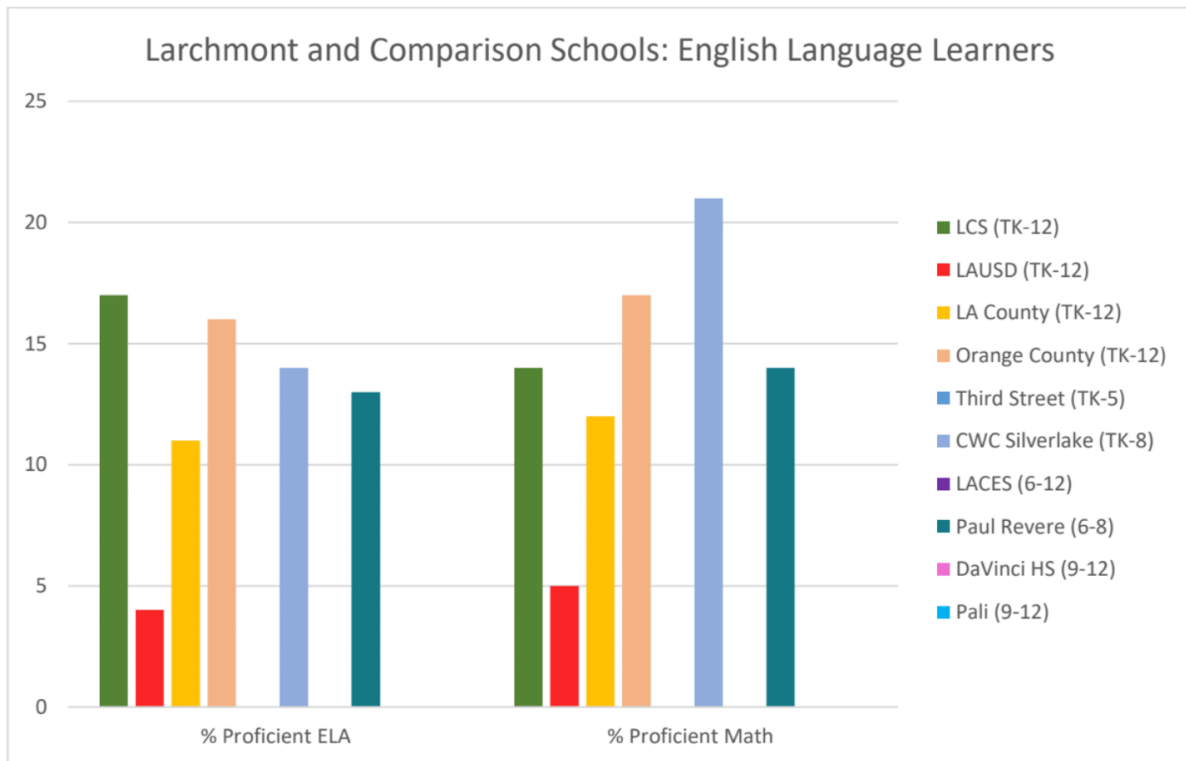


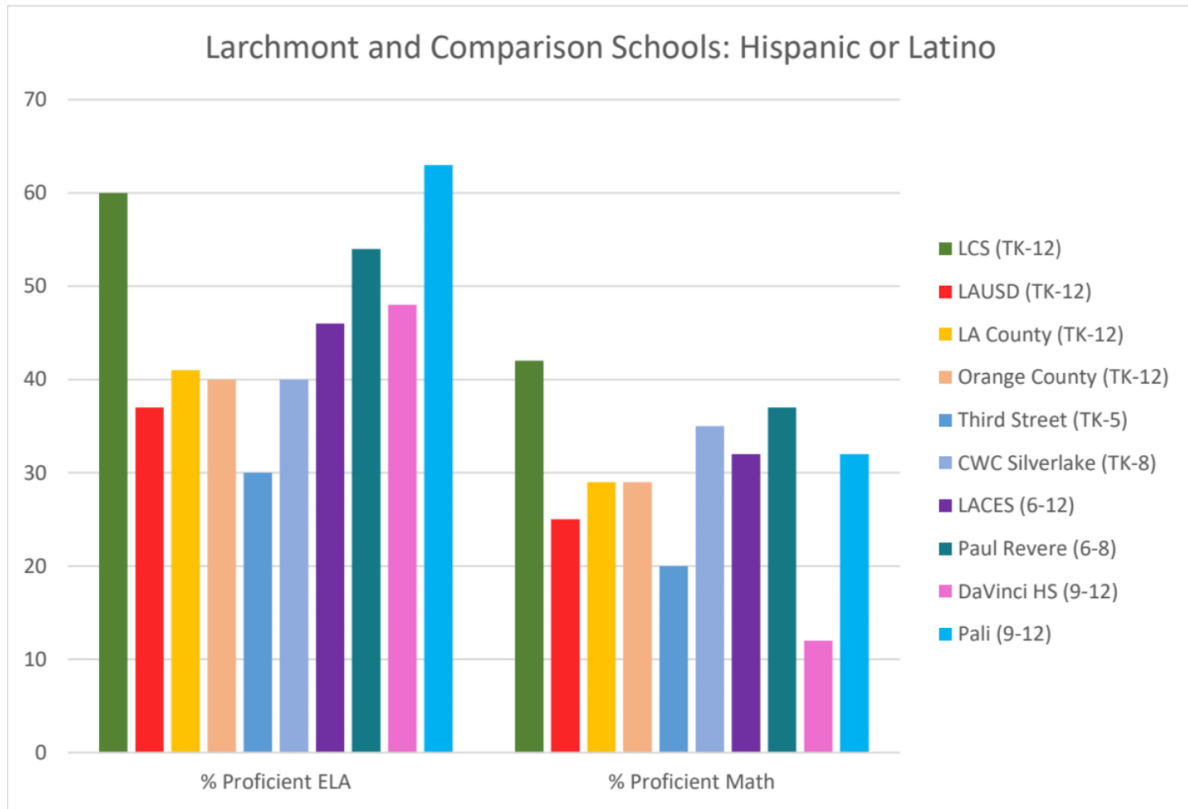
Larchmont's CAASPP results are strong schoolwide and also by subgroup. Because Larchmont is a TK-12 school on four separate campuses, the Resident Schools that serve as a comparison to Larchmont comprise a mix of 50 elementary, middle, and high schools. To simplify comparisons, the following charts contextualize Larchmont's 2018 CAASPP results alongside that of LAUSD, LA County, and a sample of Resident Schools.

2018 CAASPP Results



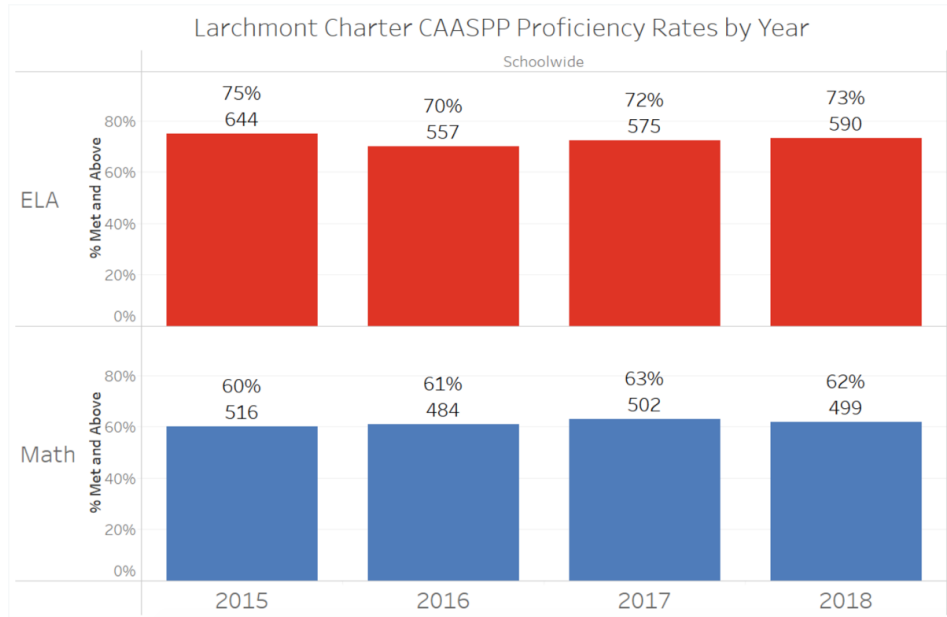




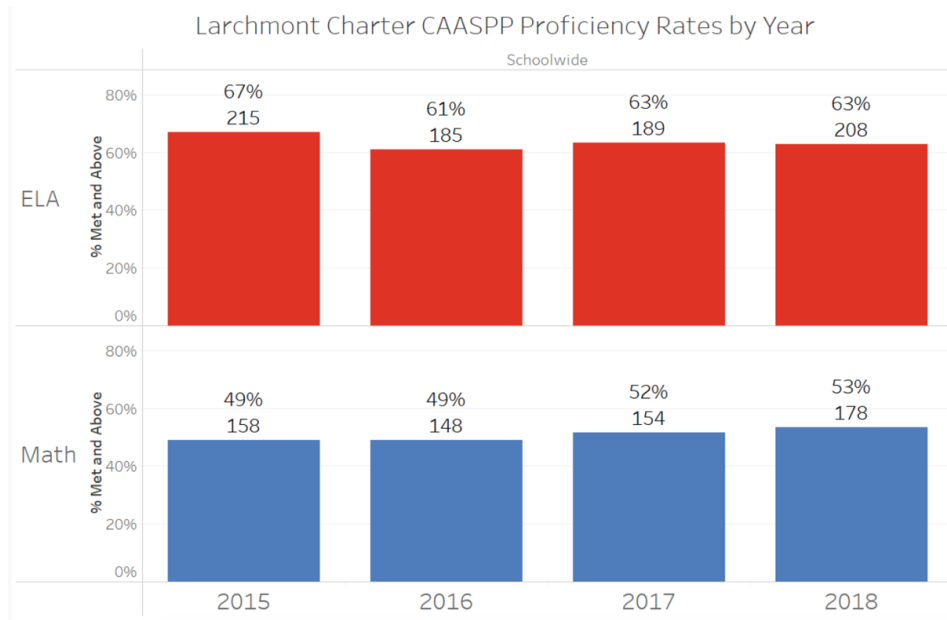


Larchmont has maintained strong CAASPP results throughout the last four years of the current charter term, both schoolwide and by subgroup.

2015 – 2018 CAASPP Schoolwide

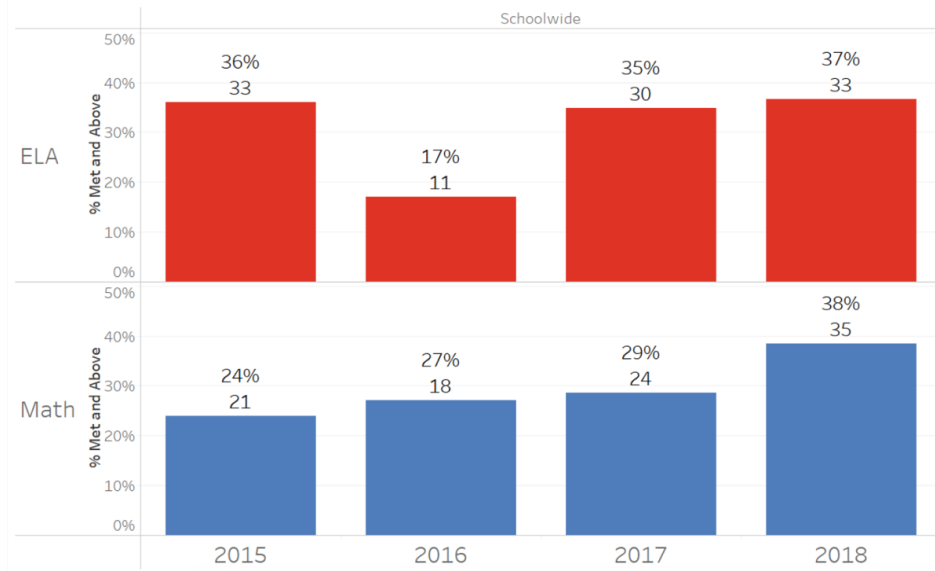


2015 – 2018 CAASPP for Socio-economically Disadvantaged Students



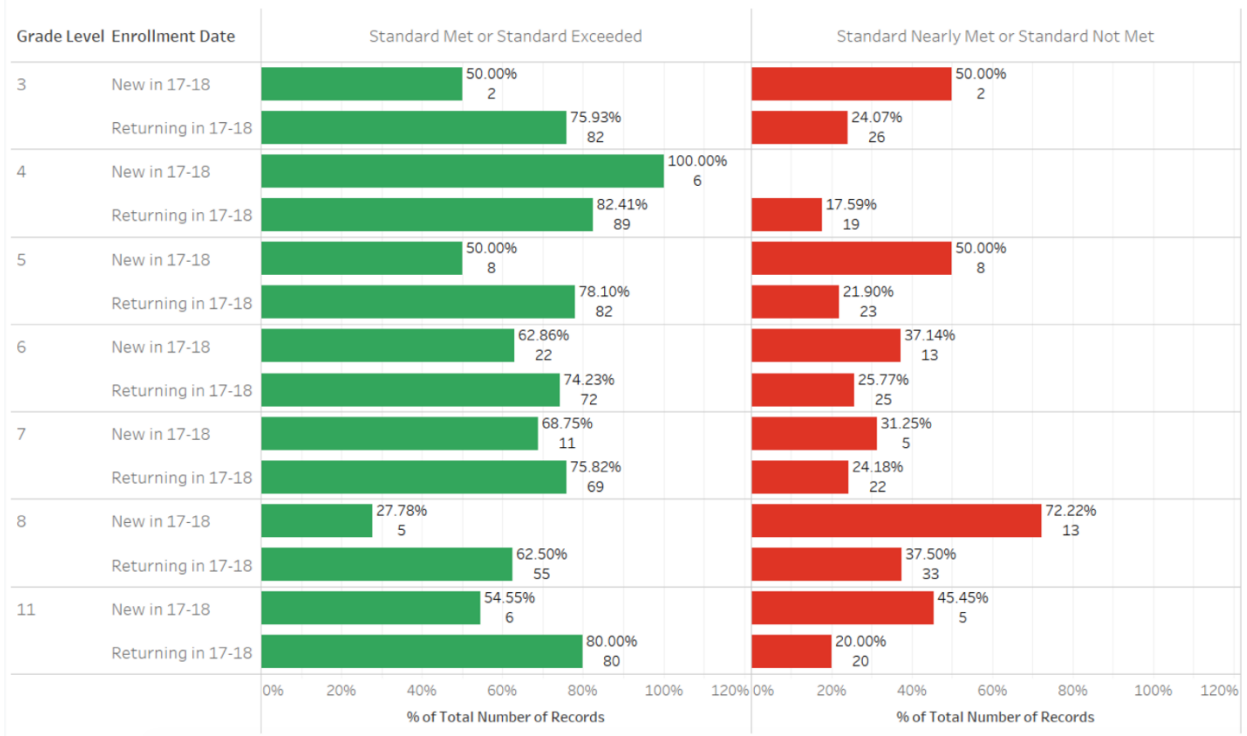
2015 – 2018 CAASPP for Students with Disabilities

Larchmont Charter CAASPP Proficiency Rates by Year

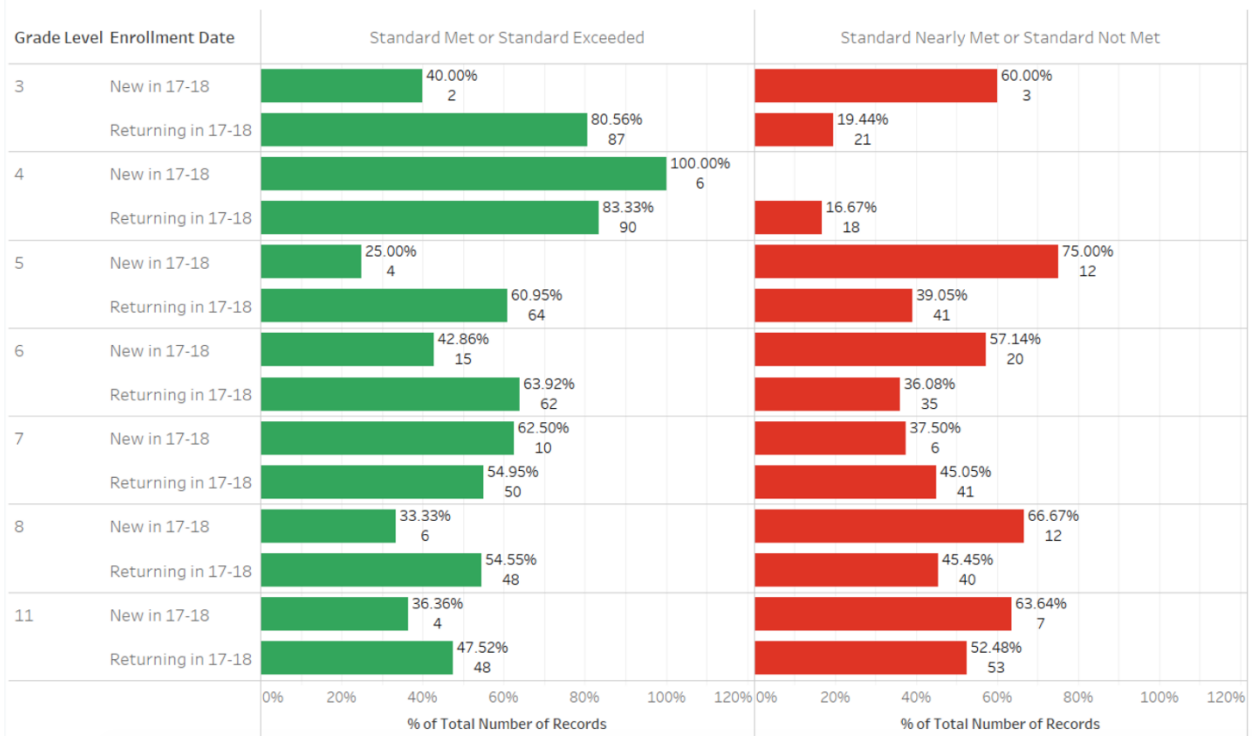


The strength of Larchmont’s academic programming is also reflected in the CAASPP results of returning students and newly enrolled students. In many grade levels, a third to three-quarters of newly enrolled students nearly met or did not meet ELA and/or Math standards, while the majority of returning students met or exceeded ELA and Math standards in the 2018 CAASPP. Students are able to benefit most from Larchmont’s unique TK-12 program with continuous enrollment. The charts below show that returning students largely outperform new students in every grade level, a testimony to the effectiveness of Larchmont’s program.

2018 CAASPP Proficiency by Grade: ELA



2018 CAASPP Proficiency by Grade: Math

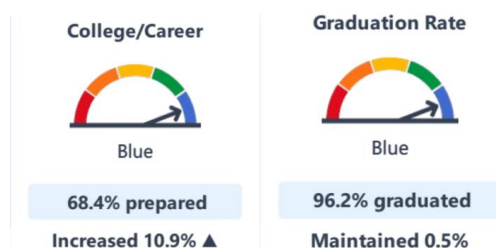


The academic performance of students at Larchmont Charter are also reflected in the California Charter Schools Association’s (“CCSA”) rankings, which compare all public schools in California based on CAASPP data. Larchmont received a State Rank of 9 out of 10 and a Similar Students Rank of 7 out of 10², both well above CCSA’s target of 4 out of 10.



College and Career Readiness Indicators

Larchmont’s unique TK-12 programming prepares students for success in higher education and beyond. On the California School Dashboard, Larchmont is rated “blue” – the highest performance indicator possible – in the areas of College/Career preparedness and Graduation Rate.



The four-year adjusted cohort graduation rate and college-going rate of Larchmont students exceed that of LAUSD and the state of CA, as shown in the tables³ below.

2017-18 Four-year Adjusted Cohort Graduation Rate

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
<u>Larchmont Charter</u>	79	76	96.2%	72	9	35
<u>Los Angeles Unified</u>	45,566	36,481	80.1%	23,924	4,713	8,887
<u>Los Angeles County</u>	122,987	100,319	81.6%	56,353	11,850	22,006
<u>Statewide Total</u>	504,073	418,205	83.0%	208,769	47,248	93,352

² Source: CCSA.

³ Source: CDE Dataquest.

2017-18 College-going Rate

Name	High School Completers	High School Completers Enrolled In College	College-Going Rate	Enrolled In College (In-State)	Enrolled In College (Out-of-State)	No Record of College Enrollment
<u>Larchmont Charter</u>	76	56	73.7%	64.5%	9.2%	26.3%
<u>Los Angeles Unified</u>	38,013	20,453	53.8%	50.5%	3.3%	46.2%
<u>Los Angeles</u>	105,481	65,285	61.9%	56.6%	5.3%	38.1%
<u>State</u>	439,211	282,740	64.4%	57.8%	6.6%	35.6%

Larchmont students are also outperforming their peers within Los Angeles and statewide on the SAT⁴, a commonly accepted standardized test for college admissions, in both ELA and Math benchmarks.

2017-18 SAT Benchmark Results

Name	Grade 12 Enrollment	Number Tested	Number Meeting Current ELA Benchmark	Number Meeting Previous ELA Benchmark	Total Number Meeting ELA Benchmarks	Percent Meeting ELA Benchmarks	Number Meeting Current Math Benchmark	Number Meeting Previous Math Benchmark	Total Number Meeting Math Benchmarks	Percent Meeting Math Benchmarks
Larchmont Charter	77	61	48	0	48	78.69%	33	0	33	54.10%
<u>Los Angeles Unified</u>	42,372	25,633	14,247	13	14,260	55.63%	8,032	11	8,043	31.38%
<u>Los Angeles County</u>	116,783	66,485	41,820	75	41,895	63.01%	27,349	71	27,420	41.24%
<u>Statewide</u>	489,221	236,492	167,556	442	167,998	71.04%	119,412	423	119,835	50.67%

Larchmont graduates have been accepted and matriculated to many fine higher education institutions around the country, including the following:

- Bucknell University
- California State University (multiple campuses)
- Columbia University
- Emory University
- Georgetown University
- Harvey Mudd
- Kenyon College
- Loyola Marymount University
- Mills College
- Oberlin College
- Purdue University
- Spelman College
- Stanford University
- University of California (multiple campuses)
- University of Southern California

⁴ Source: CDE Dataquest.

- Yale University
- Wellesley

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 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 Key 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:

- **Academic excellence.** We strive to create an academically rigorous and challenging experience for each of our students every day.
- **Diversity.** We strive to have a racially and socioeconomically diverse community of learners. We also strive to have a richly diverse program that appeals to students' multiple intelligences and facilitates them making connections across the curriculum.
- **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 and to improve the world we all inhabit. Core to this is teaching students how to be in community through an intentional focus on social emotional development and community building TK-12.

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 TK-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 projects 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.

Commitment to diversity that mirrors our community: Larchmont’s continuing goal is to give all students the opportunity to learn with and from a student population that mirrors our 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 2012 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.⁵

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 National School Lunch Program (“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, 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, over 40% of the student population is considered socio-economically disadvantaged.

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 world, 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/Interdisciplinary Projects and Junior/Senior Seminars, students participate in student-created service learning experiences every year from TK-12, and connect their experiences back to the curriculum across academic areas. Students in TK-4 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 grades 5-12, 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. These interdisciplinary projects culminate in the Junior Research Seminar and Senior Research Project, which include a community action/service component. Larchmont Charter School has successfully brought the community into our school during the school day 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 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

⁵ 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.

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. Community members use reflective and collaborative practices to learn about self, others, and the diverse world around them. Community members act as global citizens to demonstrate respect, empathy, and care for others and the world they inhabit. Community members cultivate interdependence by connecting across and celebrating race, class, culture, language, gender identity, sexual orientation, learning needs, and age. Community members advocate for self and others by demonstrating efficacy and resilience in the face of opportunities and challenges in college, career, and life. Building authentic relationships across lines of difference among students, staff, and families is the basis of a positive and safe school culture with shared intentions and expectations.

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, 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, detailed in the previous section, we attribute their success to our instructional model, and strongly believe it meets the needs of our diverse student population.

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 that a majority of ELs have well developed or moderately developed English language proficiency, as shown in the California School Dashboard below.



Our EL students also reclassify at high rates with Larchmont's higher standard for reclassification, though due to the small population of ELs, percentages may fluctuate from year to year. Our reclassification rates, per CDE via DataQuest, during the past charter term is shown below:

	<i>2015-2016</i>		<i>2016-2017</i>		<i>2017-2018</i>		<i>2018-2019</i>	
	<i>% EL</i>	<i>Recla ss Rate</i>	<i>% EL</i>	<i>Recla ss Rate</i>	<i>% EL</i>	<i>Recla ss Rate</i>	<i>% EL</i>	<i>Recla ss Rate</i>
<i>LCS</i>	<i>7%</i>	<i>28%</i>	<i>7%</i>	<i>31%</i>	<i>7%</i>	<i>13%</i>	<i>8%</i>	<i>25%</i>
<i>LAUSD</i>	<i>26%</i>	<i>12%</i>	<i>25%</i>	<i>17%</i>	<i>23%</i>	<i>20%</i>	<i>20%</i>	<i>23%</i>
<i>CA</i>	<i>22%</i>	<i>11%</i>	<i>21%</i>	<i>13%</i>	<i>20%</i>	<i>15%</i>	<i>19%</i>	<i>14%</i>

Larchmont set its reclassification criteria based on the ELPAC at a higher standard than the guidance provided by the state of California, where Larchmont's rubric suggests that a student should score at Level 4 on all areas of the ELPAC, with the Overall score, and Oral Language and Written Language subscores, reflecting Level 4. This differs from the state's recommendation that any student scoring Level 4 Overall is ready to reclassify. This decision was made in response to student results, where some students were determined to have scored at Level 4 Overall, while still scoring at the lowest Beginning level on the Listening, Speaking, Reading and/or Writing areas of the test. The decision to hold our students to a higher standard before reclassification naturally impacts our reclassification rate, such that students are not reclassified until they demonstrate a more than moderately developed level of skill in English.

Larchmont offers varied approaches that appeal to different kinds of thinkers and learners during the instructional day, and beginning in fourth grade, our Accelerated Math program (for students performing above grade level), and our Math interventions (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 within the school schedule and have regular check-ins with their homeroom teacher, providing students an opportunity to make decisions about how to engage their interests and take charge of their own learning.

Board Commitment to Monitoring Student Achievement: The Larchmont Charter School Board of Directors has institutionalized several practices that drive data-based decision-making across all levels of the organization. Three times a year, the LCS Board of Directors meets with the Executive Director's Academic Excellence Group and School Leaders, along with other stakeholders, to review academic data. The three review meetings focus on diagnostic data, midyear performance data, and end-of-year performance data, respectively. The reviews include NWEA MAP reading and assessment data (grades 2-11), Fountas & Pinnell data (grades TK-4), and Mathematics Diagnostic Testing Project data (grades 5-12). For high school students, A-G completion data, AP participation and passage rates, and college acceptance data are also reviewed closely. Data are disaggregated by grade level, subgroup and performance band; and tracks student performance across school-wide targets.

The LCS Board of Directors 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.

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 and Serving a Diverse Student Population: The mission of Larchmont includes an emphasis on the importance of diversity in the school community, with the belief that students have more learning opportunities when surrounded by students of differing racial, ethnic, economic, and lingual statuses. Outreach to the local communities surrounding Larchmont's campuses is therefore essential to ensuring that the mission of diversity is upheld.

Larchmont's diversity has grown over time both through outreach and 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 plan to continue to be deliberate in our outreach efforts, targeting underrepresented communities of Los Angeles so that low-income and students from underrepresented backgrounds know about Larchmont and thrive once enrolled. Strategies include partnering with our family associations to support broad outreach, conduct orientation and outreach meetings, distribute promotional materials translated into Spanish and Korean, and reaching out to local Head Start Programs, local churches and community organizations, intensifying our efforts in the six weeks prior to the lottery.

In an effort to further our mission, Larchmont plans to both continue this work of attracting a diverse community and build on efforts underway to ensure we are serving all our diverse students and families well. These include an increased professional development focus on unconscious bias, culturally relevant and responsive pedagogy, anti-bias curriculum, inclusiveness and cultural competence. It also includes deepening work around ensuring equity in all we do as a school including working aggressively to close achievement gaps.

Continuing to increase student achievement: Larchmont is committed to raising student achievement for all students in all areas and accelerating the achievement of underperforming students. Larchmont has set a specific goal to strengthen its Math performance TK-12. With the goal of increasing student achievement in Math, the School Leadership Team and the Larchmont Charter School Board of Directors has embarked on a multiyear plan. It entails, in part, utilizing the reports provided from internal assessments to set modest subject, grade-level, individual, and subgroup specific

growth goals based on current proficiency rates. The results of these assessments are compared between each testing time period (Beginning of Year in Fall, Middle of Year in Winter, and End of Year in Spring), and the analysis and resulting subgroup specific growth goals are shared with the LCS Board of Directors in accordance with our thrice yearly data reporting cycle for further review. Some of the multi-year steps recently taken in response to annual CAASPP Math results that will be a continued focus include:

- Reconfiguration of the Math pathway, such that the connection between the use of Everyday Math and supplementary curriculum at the elementary level and College Preparatory Math at the secondary level has been strengthened over time. The goal is to ensure there are no gaps in students accessing and acquiring mastery in foundational mathematical skills and that programming is targeted to a student's zone of proximal development.
- Augmenting Math leadership staffing between grade levels and campuses with the addition of a new position allowing a teacher leader with deep mathematical instructional and teacher coaching expertise to build alignment and coach teachers within the new Math pathway
- Increased use of the Mathematics Diagnostic Testing Project ("MDTP") at the beginning of the year and end of the year for grades 5 through 12 for placement and identifying areas of need for Math intervention, with professional development provided to ensure successful use of MDTP
- Focus on Mathematics professional development for TK-4th grade, including outside workshops and teacher in-services on Cognitively Guided Instruction

Recent 2019 CAASPP assessment results provide early indications of the effectiveness of this plan and we will keep closely monitoring and continually refining our practice based on student progress.

Cultivating Talent: Continuing to attract, develop and retain excellent staff is core to Larchmont's success and something we plan to emphasize in the coming charter term given looming teacher shortages. To attract excellent staff, Larchmont's human resources team has augmented recruitment to include offering referral bonuses to current staff, posting openings more broadly, attending job fairs, and forging partnerships with universities to host interns and student teachers. Larchmont has also refined its approach to professional development over time, invested in cognitive coaching training for school leaders and launched a teacher mentor program all in an effort to provide all teachers with high quality differentiated professional development. Larchmont is focused on retaining excellent staff by ensuring competitive compensation, nurturing the staff community, providing more embedded planning and collaboration time and more support and training. Lastly, we want to strengthen staff voice in the direction of the school through formalizing structures and systems to incorporate staff input and feedback on both instructional and operational matters. We also plan to provide training and support to keep staff growing professionally and as leaders at Larchmont.

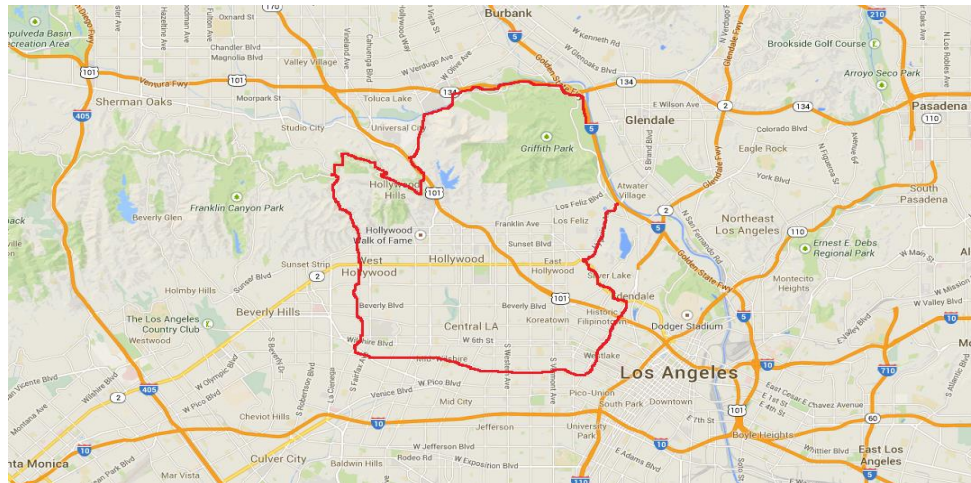
Student Population To Be Served

3. Target Student Population

Larchmont Charter School is a TK-12 school serving diverse students with a constructivist inquiry based approach. As of October 2018, Larchmont's student population is 43% free and reduced price meal eligible, 11% students with special needs, 8% English Learners (approximately 35% of students have a first language other than English), approximately 36% of students are Caucasian, 27% are Latino, 22% are Asian, Filipino, or Pacific Islander, 4% are African American and the remainder are students of multiracial backgrounds. Larchmont is a classroom-based charter located on 4 campuses in Los Angeles (in West Hollywood, Hollywood and Lafayette Park) providing a high degree of personalization, differentiation and hands-on,

inquiry based, interdisciplinary project based learning that drives toward deeper conceptual understanding rather than rote memorization.

Larchmont students come from many Zip Codes and neighborhoods, including the Hancock Park neighborhood, Hollywood, East Hollywood, West Hollywood, and the Hollywood Hills. Many students come from the Zip Codes 90028, 90038, 90029, 90004, 90020, 90036, 90005, 90048, 90046, 90027, 90068, and 90069. The map below shows the general area of our geographic concentration:

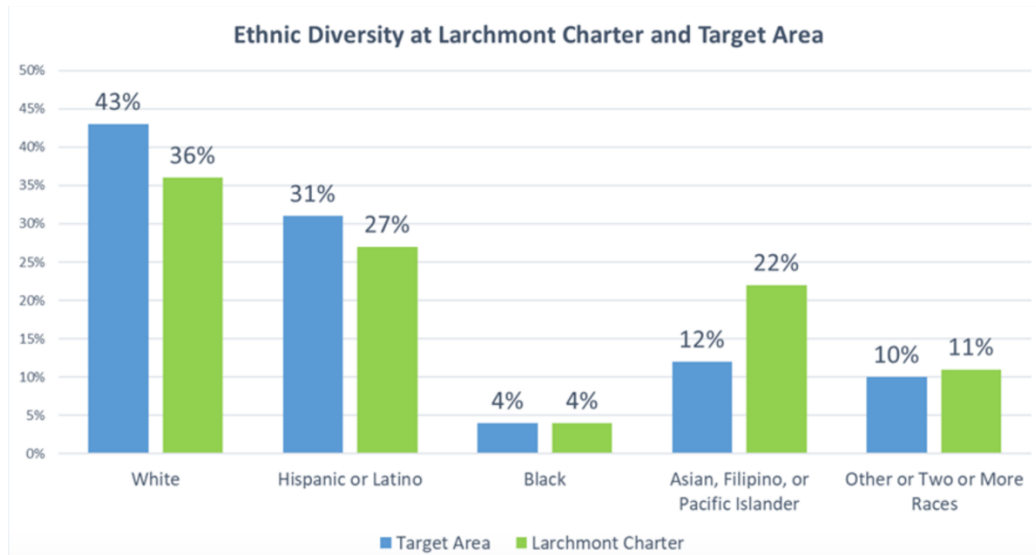


Research suggests that greater socio-economic and racial diversity among students can be beneficial in that it is associated with reduced dropout rates, higher college entrance rates, and generally improved educational outcomes.⁶ Diversity has been found to foster academic and social growth by promoting intellectual engagement and democratic participation within the classroom, supporting Larchmont's focus on increasing student socioeconomic diversity.⁷

Larchmont strives to enroll a student population that closely reflects the demographics of the city of Los Angeles, while acknowledging that not all groups are represented in the exact proportion seen citywide. We find that students who attend Larchmont generally live close to their school site, resulting in a population that is more representative of the central Los Angeles area (West Hollywood, Hollywood, and Koreatown) than the city as a whole. Larchmont is proud to be integrated and reflective of the surrounding community.

⁶ <http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/Why-Our-Schools-Are-Segregated.aspx>

⁷ <http://her.hepg.org/content/01151786u134n051/fulltext.pdf>



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 to socio-economically, racially, and culturally diverse student population.

4. Enrollment Roll-Out Plan

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

	<i>2020-21</i>	<i>2021-22</i>	<i>2022-23</i>	<i>2023-24</i>	<i>2024-25</i>
<i>Kinder (+TK)</i>	<i>135</i>	<i>135</i>	<i>140</i>	<i>140</i>	<i>140</i>
<i>1st Grade</i>	<i>120</i>	<i>120</i>	<i>125</i>	<i>130</i>	<i>135</i>
<i>2nd Grade</i>	<i>120</i>	<i>120</i>	<i>125</i>	<i>130</i>	<i>135</i>
<i>3rd Grade</i>	<i>120</i>	<i>120</i>	<i>125</i>	<i>130</i>	<i>135</i>
<i>4th Grade</i>	<i>120</i>	<i>120</i>	<i>125</i>	<i>130</i>	<i>135</i>
<i>5th Grade</i>	<i>125</i>	<i>125</i>	<i>125</i>	<i>125</i>	<i>125</i>
<i>6th Grade</i>	<i>135</i>	<i>135</i>	<i>135</i>	<i>135</i>	<i>135</i>
<i>7th Grade</i>	<i>135</i>	<i>135</i>	<i>135</i>	<i>135</i>	<i>135</i>
<i>8th Grade</i>	<i>140</i>	<i>152</i>	<i>162</i>	<i>162</i>	<i>166</i>
<i>9th Grade</i>	<i>118</i>	<i>130</i>	<i>135</i>	<i>150</i>	<i>150</i>
<i>10th Grade</i>	<i>118</i>	<i>130</i>	<i>135</i>	<i>150</i>	<i>150</i>
<i>11th Grade</i>	<i>135</i>	<i>128</i>	<i>148</i>	<i>150</i>	<i>150</i>
<i>12th Grade</i>	<i>105</i>	<i>135</i>	<i>128</i>	<i>148</i>	<i>150</i>
<i>TOTAL</i>	<i>1626</i>	<i>1685</i>	<i>1743</i>	<i>1815</i>	<i>1841</i>

Goals and Philosophy

5. Vision and Mission

Our country, indeed our world, is witnessing a rise in polarization between people along all lines of difference – be they political, racial, immigration status, religion, class, etc. We are seeing a rise in populism, in nationalism and in dictators. All of this poses an existential threat to the historical American idealized identity of being a melting pot, a democracy, a beacon to the world of a place where there's freedom, tolerance and social mobility - the home of the American Dream.

The antidote to this is complex but a key part of it is how we educate our children, how we prepare the next generation to be contributing members of society who know how to think deeply, critically and creatively, who know how to work across lines of difference with all kinds of people to address the challenges of the day, who are emotionally intelligent and adept at collaborating and leading and who have a sense of both respect and responsibility for the community and world around them.

This is the work of Larchmont Charter School. 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 65 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.

6. 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 trade schools, 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 Schoolwide Learning Objectives, also known as the Essential Schoolwide Learning Results/Objectives, (ESLRs/SLOs). 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, for 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/SLOs, 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.

7. **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 diverse 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 from TK-12, cognitive constructivism is present across the curriculum through project and inquiry-based instruction, service learning experiences, an integrated curriculum, as well as small group and partner learning experiences.

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, differentiated grouping is a key component to the educational setting at Larchmont. In the primary grades (TK-2), 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 differentiated model for reading and word study instruction. TK-1st students and 2nd-3rd students spend a portion of the day in small group differentiated 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.

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 1st – 4th 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. 5th – 12th grade students have a PACK time (homeroom/advisory) teacher who 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

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

Based on the state priorities detailed in California Education Code § 52060(d)(2)-(8), Larchmont Charter School aims to achieve the following school wide and subgroup outcome goals.

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 state priorities and sub-priorities identified in California Education Code § 52060(d)(2)-(8). We also include specific annual actions we plan to take to achieve each of the identified annual goals.

LCFF STATE PRIORITIES

GOAL #1

Basic Conditions for Learning:

All teachers will be appropriately credentialed and meet all other requirements for placement in the classroom or in support positions as required by ESSA in order to provide an excellent education to all students.

Related State Priorities:

☒ 1 ☐ 4 ☒ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

School facilities are maintained and in good repair.

Specific Annual Actions to Achieve Goal

Teacher recruitment:

- To ensure excellence in the classroom Larchmont has been more proactive in recruiting this year ensuring high caliber candidates from which to select/hire.
- HR department extend their recruiting effort by attending career fairs in neighboring colleges. The department will target untapped job boards in the education industry.

Professional development

- Professional development will continue to focus on personalization, really knowing every student well and knowing the whole child and targeting instruction and support to their zone of proximal development. Dedicated time and training will support this.
- There will also be continued focus on strengthening capacity for highly effective Math intervention, and on literacy and ELD strategy.
- We'll also continue training on, diversity/equity/inclusion work, MTSS build out, and college and career access.

School facilities

- All school facilities are maintained and in good repair. Daily spot checks and greater or equal to 90% compliance on-site inspections.

Expected Annual Measurable Outcomes

Outcome #1: All teachers will be appropriately credentialed for their positions as required by ESSA.

Metric/Method for Measuring: Percentage of compliance

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100% compliance	100% compliance	100% compliance	100% compliance	100% compliance	100% compliance

Outcome #2:

Provide Functional School Facilities: Including Custodial/Maintenance, Safety, Offices, Lunch Rooms and Emergency Supplies.

Metric/Method for Measuring: Annual inspections of all sites

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	Daily spot checks and greater or equal to 90% compliance on-site inspections.	Daily spot checks and greater or equal to 90% compliance on-site inspections.	Daily spot checks and greater or equal to 90% compliance on-site inspections.	Daily spot checks and greater or equal to 90% compliance on-site inspections.	Daily spot checks and greater or equal to 90% compliance on-site inspections.	Daily spot checks and greater or equal to 90% compliance on-site inspections.

GOAL #2

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

Related State Priorities:

☐ 1 ☒ 4 ☒ 7
☒ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

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

Purchase CCSS aligned textbooks, software and instructional materials, and teacher supplies.

Provide paid time for teacher collaboration and development of interdisciplinary units, and constructivist learning experiences.

Expected Annual Measurable Outcomes

Outcome #1: Ensure inventory of CCSS aligned and standards aligned instructional materials TK-12.

Metric/Method for Measuring: Percentage of students with access to CCSS-aligned instructional materials						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #2: Instructional software renewed annually						
Metric/Method for Measuring: Percentage of teachers and students with login credentials and training on software programs						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #3: Delivery of professional development and training opportunities in effective instructional strategies and implementation of CCSS aligned curriculum/instructional materials and programming.						
Metric/Method for Measuring: Percentage of teachers participating in professional development 100%.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

GOAL #3						
All students, including all numerically significant student subgroups, will meet or exceed growth targets in the areas of English Language Arts and Mathematics.	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<p>Increase availability of Common Core-aligned textbooks and supporting materials for all courses. Ensure that students have access to a broad range of courses, including A-G courses, AP courses, and enrichment elective classes in Art, Music, Theater and Language.</p> <p>Purchase CCSS aligned textbooks, software and instructional materials, and teacher supplies.</p> <p>Provide paid time for teacher collaboration and development of interdisciplinary units, and constructivist learning experiences.</p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Maintain or increase rates of meeting/exceeding standards on CAASPP ELA</p> <p>Metric/Method for Measuring: CAASPP rates of meeting/exceeding standards</p>						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	ELA: 73% EAP: At least 77%	ELA: 73% EAP: At least 77%	ELA: 73% EAP: At least 77%	ELA: 73% EAP: At least 77%	ELA: 73% EAP: At least 77%	ELA: 73% EAP: At least 77%
English Learners	ELA: 17%	ELA: 17.25%	ELA: 17.25%	ELA: 17.5%	ELA: 17.5%	ELA: 17.75%
Socioecon. Disadv./Low Income Students	ELA: 63%	ELA: 63.25%	ELA: 63.25%	ELA: 63.5%	ELA: 63.5%	ELA: 64.75%

Foster Youth	*					
Students with Disabilities	ELA: 37%	ELA: 37%	ELA: 37%	ELA: 37%	ELA: 37%	ELA: 37%
African American Students	ELA: 59%	ELA: 59.25%	ELA: 59.5%	ELA: 59.75%	ELA: 60%	ELA: 60.25%
American Indian/Alaska Native Students	*					
Asian Students	ELA: 78%	ELA: 78%	ELA: 78%	ELA: 78%	ELA: 78%	ELA: 78%
Filipino Students	*					
Latino Students	ELA: 60%	ELA: 60%	ELA: 60.25%	ELA: 60.25%	ELA: 60.5%	ELA: 60.5%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	ELA: 75%	ELA: 75%	ELA: 75%	ELA: 75%	ELA: 75%	ELA: 75%
White Students	ELA: 80%	ELA: 80%	ELA: 80%	ELA: 80%	ELA: 80%	ELA: 80%

Outcome #2:

A-G Course access and completion.
AP courses accessible to all students.

Metric/Method for Measuring: All students will have access to A-G courses while attending Larchmont Charter School. All students are encouraged to enroll in at least one AP course and the passage rate is expected to maintain or increase over time.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	A-G: 90% or higher for graduating students AP	A-G: 90% or higher for graduating students AP	A-G: 90% or higher for graduating students AP	A-G: 90% or higher for graduating students AP	A-G: 90% or higher for graduating students AP	A-G: 90% or higher for graduating students AP

	Passing Rate: 56%	Passing Rate: 56.25%	Passing Rate: 56.50%	Passing Rate: 56.75%	Passing Rate: 57%	Passing Rate: 57.25%
Outcome #3: Maintain or increase rates of meeting/exceeding standards on CAASPP Math						
Metric/Method for Measuring: CAASPP rates of meeting/exceeding standards						
Applicable Student Groups	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024-2025
All Students (Schoolwide)	Math: 62% EAP: at least 46%	Math: 62.5% EAP: at least 46%	Math: 62.5% EAP: at least 46%	Math: 63% EAP: at least 46%	Math: 63% EAP: at least 46%	Math: 63.5% EAP: at least 46%
English Learners	Math: 13.5%	Math: 13.75%	Math: 14%	Math: 14.25%	Math: 14.5%	Math: 14.75%
Socioecon. Disadv./Low Income Students	Math: 53.5%	Math: 53.75%	Math: 54%	Math: 54.25%	Math: 53.75%	Math: 54%
Foster Youth	*					
Students with Disabilities	Math: 38.5%	Math: 38.75%	Math: 39%	Math: 39.25%	Math: 39.5%	Math: 39.75%
African American Students	Math: 25%	Math: 25%	Math: 25.25%	Math: 25.25%	Math: 25.5%	Math: 25.5%
American Indian/Alaska Native Students	*					
Asian Students	Math: 79%	Math: 79%	Math: 79%	Math: 79%	Math: 79%	Math: 79%
Filipino Students	*					
Latino Students	Math: 42%	Math: 42.25%	Math: 42.25	Math: 42.5%	Math: 42.5%	Math: 42.75%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	Math: 60%	Math: 60.25%	Math: 60.25%	Math: 60.5%	Math: 60.5%	Math: 60.75%
White Students	Math: 71%	Math: 71%	Math: 71%	Math: 71%	Math: 71%	Math: 71%

Outcome #4: Increase EL Reclassification rate**Metric/Method for Measuring:** EL Reclassification rate

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	25% This data is not public data, our last published EL was 12%.	At least: 25%	At least: 25.25%	At least: 25.25%	At least: 25.5%	At least: 25.5%

Outcome #5: EL Adequate Progress**Metric/Method for Measuring:** EL Adequate Progress rate

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	75% Or higher will be at ELPAC level 3 or higher	75% Or higher will be at ELPAC level 3 or higher	75% Or higher will be at ELPAC level 3 or higher	75% Or higher will be at ELPAC level 3 or higher	75% Or higher will be at ELPAC level 3 or higher	75% Or higher will be at ELPAC level 3 or higher

GOAL #4

Specific Annual Actions to Achieve Goal

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

School Leaders, Teachers and Counselors collaborate to ensure all students from Kindergarten forward are prepared to graduate Larchmont college/career ready, providing intervention and support as needed.

School Leaders monitor student progress and discipline, to facilitate and support as needed.

We have built out our SART process and will continue to focus on strengthening that process and refining our Panorama Stakeholder School Climate Survey administration and response. We will also add in professional development in the areas of bullying prevention, cyber civics, sex education and drug and alcohol prevention.

Parent Engagement:

Minimum of 3 activities or events per semester providing information and seeking input from parents/guardians.

Expected Annual Measurable Outcomes

Outcome #1: Maintain a high annual ADA rate and limit chronic absenteeism.

Metric/Method for Measuring: ADA and Chronic Absenteeism

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	95% ADA	96% ADA	96% ADA	96% ADA	96% ADA	96% ADA
	Chronic Absenteeism: 6%	Chronic Absenteeism: 6%	Chronic Absenteeism: 6%	Chronic Absenteeism: 6%	Chronic Absenteeism: 6%	Chronic Absenteeism: 6%

Outcome #2: Minimize dropout rate so that 95%+ of students will graduate with admittance to a 2-yr/4-yr college

Metric/Method for Measuring: Dropout and Graduation rate

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	4.4% (4 year adjusted cohort outcome 15-16 per CDE) HS Grads: 96.2% rate	3% (% of seniors not completing/graduating LCS and not having transferred/enrolled in another school) HS Grads: 96.2% rate	3% (% of seniors not completing/graduating LCS and not having transferred/enrolled in another school) HS Grads: 96.2% rate	3% (% of seniors not completing/graduating LCS and not having transferred/enrolled in another school) HS Grads: 96.2% rate	3% (% of seniors not completing/graduating LCS and not having transferred/enrolled in another school) HS Grads: 96.2% rate	3% (% of seniors not completing/graduating LCS and not having transferred/enrolled in another school) HS Grads: 96.2% rate

Outcome #3: Documentation of parent meetings and parent survey results. School stakeholders deepen connections for unduplicated pupils and individuals with exceptional needs.

Metric/Method for Measuring: Minimum of 3 activities or events per semester providing information and seeking input from parents/guardians

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	3 events	3 events	3 events	3 events	3 events	3 events

Outcome #4: Using Social Emotional Learning and *Multi-Tiered Systems of Support* we minimize Suspension and Expulsions.

Metric/Method for Measuring: Pupil Suspension

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Suspension rate: will not exceed 1.5%	Suspension rate: will not exceed 1.5%	Suspension rate: will not exceed 1.5%	Suspension rate: will not exceed 1.5%	Suspension rate: will not exceed 1.5%	Suspension rate: will not exceed 1.5%

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 differentiated 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 student 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 (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development Standards, and any other applicable content standards (hereinafter, collectively “State Standards”). 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 learning outside the classroom 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 State Standards. At the high school level, academic goals move beyond mastery of the State Standards to include strong performance on the PSAT/SAT and ACT. Advanced Placement courses and exams are available across many subject areas including math, science, English, Spanish, and social sciences. The standardized testing and benchmarking 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.

Instructional Design

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

Diverse by Design

Our model is predicated on a constructivist approach to education. Constructivism is the theory that learning happens through interacting with the world around us and making connections between these experiences and our prior lived knowledge and experience. It is through this process that we construct meaning and understand our world.

Diversity is core to our model. It is through ensuring a richly diverse environment that we create the setting for learning to occur. The diversity of our community provides students the opportunities to interact and benefit from students and staff from disparate backgrounds often resulting in a variety of perspectives leading to diversity of thought and increasing critical and creative thinking. Our students celebrate their uniqueness, respect their differences, and appreciate the opportunities they have to elevate their learning amongst each other.

Through our constructivist model there is a focus on ensuring every child is known, through differentiating instruction to students' zone of proximal development and through tapping into students' natural curiosity through inquiry and authentic project based learning. From their earliest years at Larchmont, students develop an awareness of themselves, their world and their role in it. They learn how they can lead and make change whether they're a kindergartner seeking to change a conditional use permit to secure more play time/recess for kids or a 6th grader working to solve homelessness or a senior tackling linguistic imperialism in the world. Larchmont students are emotionally intelligent, academically fierce, and they are creative and compassionate advocates and leaders with a dedication to improving the world. They are exactly what the world needs. To this end, having graduated our second class of kindergartners from high school, we embark on this journey to explore how we can grow our impact in the world – and meet the need for a future where more people are educated in the Larchmont way.

TK-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. We have intentionally created the Larchmont academic program with the development of the whole child in mind – from transitional kindergarten to middle school and through graduation. Our TK-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 State Standards. 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 State Standards, which include the California History Social Science Framework and CCSS, and structured through our constructivist approach. TK-12 signature/interdisciplinary projects, project based learning, and research projects embody our inquiry based approach.

The TK-7 Signature Project are designed through authentic, relevant topics that connect students to the world outside of the classroom 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 TK-7 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
- Common Core State Standards, Next Generation Science Standards, and CA Social Studies Framework-based and grade level appropriate
- Based upon authentic, relevant topics
- Action-oriented
- Using a constructivist approach to learning

The Larchmont Charter School high school curriculum is aligned to the 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 through the Interdisciplinary Projects serve to help students build the analytical skills necessary to successfully complete their Senior Seminar 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). For complete Graduation Requirements, refer to page 70.
- As described above, completion of a cross-curricular, independently designed Senior Seminar Project that includes 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.

- Application and acceptance into the college/university program of choice.

In the high school grades, all courses serve to prepare students throughout their high school years to conduct deep and thorough research. All students then take a Junior and Senior Research Seminar researching an area of their choice that will eventually become the subject of their Senior Research Project. The goal for these yearlong research seminars is to provide ample preparation time to ensure that all students have the research skills necessary to complete a high-level, high quality Senior Research 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 Research Project thus represents the culmination of 13 years of growth as a member of a supportive and reflective learning community.

Another key component of the Junior and Senior Seminar is the exploration and preparation for life after high school, including college and career. Students are supported in their preparation for the SAT and/or ACT and college applications. The research conducted by students in their Junior and Senior Seminars offer exposure to topics they could pursue in higher education.

11. Curriculum and Instruction

English Language Arts

The overarching goal for TK-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 reading and writing, and instruction is aligned to the CA CCSS.

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 groups. Daily ELA instruction supports 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 and writer'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-12th grades,

across the curriculum, utilizing the tools and approaches from the Get Lit program 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, 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 (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. As part of this course, students are given the opportunity to explore college and career pathways to prepare for life after high school.

Senior Research Seminar (Core/College preparatory)

Completion of the Senior 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. As part of this course, students are given the opportunity to prepare for college and career pathways to prepare for life after high school.

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 TK-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 uses a variety of math resources (e.g., Everyday Math, Engage NY, Cognitively Guided Instruction (CGI)) 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 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 CPM 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 varied math resources in the elementary grades 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.

Math Analysis (Core/College Preparatory)

A course that blends pre-calculus concepts and skills to prepare for college-level calculus. A functional approach integrating concepts such as trigonometry and discrete mathematics. The California math content standards in Trigonometry and Mathematical Analysis are covered in this course. This course will provide students with an introduction to advanced mathematical concepts from a variety of subject areas. They will learn about Trigonometry, Math Analysis, Pre-Calculus, and Statistics. The goal of the course is to allow students to experience these topics, make a more educated decision in which course to pursue, and to give them a foundation upon which they can build when they take math classes in college.

AP Calculus AB (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.

AP Calculus BC (Core/College Preparatory)

In this course, students are prepared to take the Advanced Placement Calculus BC exam. In year two of college level calculus, students continue to work to develop their mastery of calculus. Their work builds on the foundation from AP Calculus AB, increasing the scope of what is covered. AP Calculus BC includes all topics in AP Calculus AB, plus others such as parametric, polar, and vector functions, and series. It is equivalent to one year of calculus at most colleges and universities.

AP Statistics (Core/College Preparatory)

In this course, students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

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’ ability to find relevance between their lives and 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 Realignment.

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, Mystery Science 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.

Environmental Science (Core/College preparatory)

This course is designed to show thematic connections between a variety of science disciplines including earth science, biology, chemistry, and physics. It gives students a coherent and realistic picture of the applications of a variety of scientific concepts as they manifest in our environment. During this course students will focus on human population growth, natural resources, and ecosystem dynamics. The aim of this course to increase student's knowledge of the environmental challenges of today, while continuing to cultivate scientific critical thinking skills.

AP Environmental Science (Core/College preparatory)

Students will be prepared to take the AP Environmental Science exam in the spring. This course cultivates their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

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-8 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.

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.

Introduction to Art (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.

Advanced Art (Non-core/College preparatory)

The class is designed to continue to advance students to refine techniques used in the making of art. To elevate students familiarity with the fundamental principles of design. To help students learn to critically analyze art both verbally and in writing. To continue to develop students ability to recognize the different stylistic characteristics of art of different cultural periods and individual artists.

Health and Physical Education

The focus of the TK-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:

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. The 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.

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.

AP Spanish Literature and Culture (Core/College preparatory)

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

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 designated EL support during class time. 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 are 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 are 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 Research Project.

The power of the Signature/Interdisciplinary Projects and Junior/Senior Research Seminars and Senior Research 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, 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 Research 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 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 Research 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 Research Projects exemplify Larchmont's unique approach to combining a State Standards-based curriculum with constructivist instructional strategies to educate and develop the whole child.

Clusters/Looping

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 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-4 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.

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 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 TK-12. It allows for a deeply integrated curriculum across all academic and social areas, and supports our constructivist project-based curriculum through meaningful hands-on exploration in the garden and kitchen.

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/SLOs 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 Research Seminar Project findings. Seniors will present their culminating Research Seminar Project at a conference, displaying their learning through a variety of media. 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.

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 for learning in mathematics through our Mathematics curriculum, our Cognitively Guided Instruction (CGI), our Accelerated Math program, and our Math Workshop.

Self-guided Study

The Self-guided Study Program provides students with additional virtual opportunities for advancement and more access to AP classes, language classes, early college access, and credit recovery at a flexible and individualized pace. The Self-guided Study Program offers rigorous virtual courses, so students must be able to work independently. Any student enrolled at Larchmont may participate in the Self-guided Study program. The Self-guided Study Program includes the following:

- Personalized learning opportunities
- Virtual learning opportunities
- Blended learning programming
- In-class and self-guided explorations
- Credit recovery

Other self-guided programs include the following:

- SAT Clearchoice
- APEX Learning, which provides complete courses for credit recovery and advancement
- Teachers NewieLA for online self-guided reading
- Thrively for socio-emotional learning
- Naviance for social emotional learning and college readiness

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 elementary grades, examples of enrichment activities include music, art, physical education, gardening, and cooking classes. In middle grades, students' enrichments are expanded to include foreign language instruction as well as a variety of offerings in spoken word such as storytelling, visual and performing arts, and academic support.

In 8th grade, electives are designed for students to explore a wide area of interest that go beyond academics. Courses such as cooking, debate, art, dance, and physical conditioning are meant for students to experiment in a safe and supportive environment where they can take risk by trying new things. They are given two enrichment classes each semester, with them switching to new electives at the start of the spring semester.

In the high school, students have the opportunity to complete A-G elective courses, such as Music, Chorus, Theater, Film, Creative Writing and other Humanities-based interest. Additional courses in Visual and Performing Arts and the Sciences may be added based on student and community interest. The weekly high school schedule also includes a Homeroom/Advisory period where students can receive academic support, and academic or college counseling. Student enrichment clubs also meet once a week. Current students have taken the initiative to secure faculty advisors and found clubs that match their interests, such as the UNICEF Club, Soccer Club, Drone Club, GSA (Gay, Straight Alliance), and Volunteer Clubs. In addition, the Larchmont's Student Leadership meet during this time to organize events and assemblies. After school opportunities are built on a collaboration with Youth Policy Institute's after school program, offering enrichment programs such as homework club, poetry, 3D printing workshops, theater, and sports.

12. 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); Language Without Tears (TK-3); Lucy Calkins Units of Study for Teaching Writing (TK-6)	State-Board Adopted Materials, CA CCSS Aligned
English Language Development	Teacher-developed curricular materials, Rosetta Stone	CA CCSS Aligned
Mathematics	Everyday Mathematics (TK-5), CGI, Engage New York College Preparatory Mathematics (6-8+)	CA CCSS Aligned
Science	FOSS Kit + Science Resources book (TK-7) 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)	Aligned to NGSS
History / Social Science	Teacher –developed curricular materials (TK-4) America Will Be – Houghton Mifflin (5) History Alive! – TCI (6-8)	Aligned to State Standards
Physical Education, Health	SPARK Physical Education Curriculum (TK-3)	Aligned to State Standards

1.

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 Creative Writing		English Language Arts 10		English Language Arts 11		English Language Arts 12	
					AP English Language		AP English Literature	
Mathematics	Geometry		Algebra 2		Algebra 2		Pre-Calculus	
	Algebra 2		Pre-Calculus		Pre-Calculus		AP Calculus AB	
					AP Calculus AB		AP Calculus BC	
Science	Biology		Chemistry		Physics		AP Biology AP Environmental	
					AP Biology			

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.
History-Social Science	Geography		World History		U.S. History		AP U.S. Government	
							U.S. Gov't	Econ
World Languages	Spanish 1		Spanish 2		Spanish 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, Dance, Strength and Conditioning							
English as a Second Language	ELD instruction							
Visual/ Performing Arts/ Electives	Chorus, Advanced Chorus, Theater, Advanced Theater Film, Technical Theater, Music Theory, Introduction to Art, Advanced Art							

13. 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 Assessment of Student Performance and Progress (CAASPP) 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-10 Signature/Interdisciplinary Projects and ongoing learning opportunities in grades 9-12, including the Senior Research 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.⁸ 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. The middle school utilizes a schedule that allows for increased learning opportunities across the arts,

⁸ Strobel, J. & van Barnesveld, 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.

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 alternating (A/B) day block schedule. The block schedule allows students more opportunities to take AP courses and electives. In addition, the longer 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 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.

14. 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 State Standards, including CCSS and NGSS, 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 State 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.

For every grade level, the standards are explicitly integrated in our constructivist-driven curriculum. School leaders provide feedback to faculty-created lessons 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 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.

Universal Design for Learning (UDL) supports the constructivist theory. When teachers design their instruction to students’ zone of proximal development, all students receive equal opportunity to learn. The key components of UDL are multiple methods of presentation, multiple means of engagement, and multiple modes of expression. At Larchmont, teachers ensure that the learning environment allows for differentiated instruction, a variety of activities, and creative options for demonstrating subject proficiency so that they can better meet the needs of every student.

Larchmont approaches curriculum design with the following criteria:

- Align curriculum to the CCSS and other State Standards;

- Apply principles of UDL 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 CCSS-aligned project rubrics;
- Provide learning opportunities to deepen connections to the State Standards, including CCSS, through regular instruction in the arts, elective opportunities and clubs;
- Integrate connections to social-emotional supports 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.

15. **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 troubleshoot 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 and at all times ensuring sufficient technology for students to take State test online. The Director of Compliance and Operations, who oversees testing along with the IT Technician partner with School Leaders to ensure students have the needed access and familiarity with technology for online State testing.

16. 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 (with a C or better) a minimum of 230 credits in four years in grades 9 through 12 and meet proficiency standards as determined by the State of California. If support is needed to meet the minimum requirements, then credit recovery is offered to the students. 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:

	<i>Subjects Required for Graduation</i>	<i>Larchmont Course Offerings</i> <i>[Required Credits for Graduation All year-long courses unless identified as 1 semester]</i>	<i>UC/CSU Course Requirements</i>
<i>A</i>	<i>History/Social Science:</i> <i>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.</i>	<ul style="list-style-type: none"> ✓ <i>Geography</i> ✓ <i>World History</i> ✓ <i>AP World History</i> ✓ <i>U.S. History</i> ✓ <i>AP U.S. History</i> ✓ <i>Economics (1 semester)</i> <i>U.S. Government (1 semester)</i> ✓ <i>AP U.S. Government (1 semester)</i> <i>[40 credits]</i>	✓ <i>Two (2) years</i>
<i>B</i>	<i>English Language Arts:</i> <i>Four (4) years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.</i>	<ul style="list-style-type: none"> ✓ <i>English 9</i> ✓ <i>English 10</i> ✓ <i>English 11</i> ✓ <i>AP English Language</i> ✓ <i>English 12</i> <i>AP English Literature</i> <i>Journalism</i> <i>Creative Writing</i> <i>[40 credits]</i>	<i>Four (4) years</i>
<i>C</i>	<i>Mathematics:</i> <i>Three (3) years of college preparatory mathematics that include topics covered in elementary and advanced algebra and two- and three-dimensional geometry.</i>	<ul style="list-style-type: none"> ✓ <i>Algebra*</i> ✓ <i>Geometry</i> ✓ <i>Algebra II</i> ✓ <i>Pre-Calculus</i> ✓ <i>AP Calculus AB</i> ✓ <i>AP Calculus BC</i> ✓ <i>AP Statistics</i> 	<i>Three (3) years</i> <i>(4 years recommended)</i>

		<i>[30 credits]</i>	
D	Laboratory Science: <i>Three (3) years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.</i>	<i>Biology Chemistry Physics AP Biology AP Chemistry</i>	<i>Two (2) years (3 years recommended)</i>
		<i>[30 credits]</i>	
E	Language⁹ Other Than English: <i>Two (2) years of the same language other than English.</i>	<i>Spanish I Spanish II Spanish III AP Spanish Language & Culture AP Spanish Literature & Culture Spanish for Spanish Speakers I Spanish for Spanish Speakers II</i>	<i>Two (2) years (3 years recommended)</i>
		<i>[20 credits]</i>	
F	Visual & Performing Arts¹⁰: <i>Two (2) years, including dance, drama/theater, music, or visual art.</i>	<i>Chorus I Advanced Chorus Theater I Film Advanced Theater Music Theory I Introduction to Art Advanced Art</i>	<i>One (1) full year course</i>
		<i>[20 credits]</i>	
G	College Preparatory Electives: <i>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.</i>	<i>(See A-F courses above)</i> <i>[10 credits]</i>	<i>One (1) year</i>
	Physical Education <i>Two (2) years Physical Education</i>	<i>Physical Education 9 Yoga Dance Strength & Conditioning [20 credits]</i>	
	Graduation Seminar	<i>Junior Research Seminar Senior Research Seminar</i>	
	Community Service	<i>100 hours</i>	<i>n/a</i>

⁹ 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.

¹⁰ 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.

	<i>Total Minimum Credits</i>	<i>230</i>	

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:

<p><i>9th & 10th Grade</i></p>	<ul style="list-style-type: none"> ● <i>Parent/Guardian & student orientation meetings to provide information on the college admissions and preparation process (including financial preparation).</i> ● <i>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).</i> ● <i>Ongoing college and career counseling.</i> ● <i>Provision of PSAT (Preliminary Scholastic Assessment Test) information including test dates, registration, and fees.</i> ● <i>On site administration of PSAT to all 10th graders.</i> ● <i>AP World History and AP World History exam available to 10th graders.</i> ● <i>Collaboration and counseling with students to plan and provide recommendations for summer enrichment opportunities that enhance student college application profiles.</i>
<p><i>11th Grade</i></p>	<ul style="list-style-type: none"> ● <i>Parent/Guardian & student meetings to provide an overview and timeline for college admissions, application process and requirements.</i> ● <i>Provide financial planning workshops for interested families.</i> ● <i>Review of each student's class schedule to ensure they remain on track to graduate and successfully apply to college; update Individual Graduation Plan.</i> ● <i>Ongoing college and career counseling.</i> ● <i>Assist students with registering for college entrance examinations (SAT Reasoning or ACT and SAT Subject Tests.)</i> ● <i>On site PSAT and SAT administration.</i> ● <i>Arrange for students to attend college fairs and presentations by college and university representatives.</i> ● <i>Provide individualized support, as needed, with the college application and essay-writing process and scholarship application process.</i> ● <i>Assist students with development of resume and portfolio of accomplishments and extra-curricular activities including service-learning and summer enrichment opportunities.</i>

**12th
Grade**

- *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.*

17. 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 school 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

In April 2011, the Western Association of Schools and Colleges granted Larchmont Charter School a six-year accreditation (the maximum possible), which was renewed in 2017 for another six years. The visiting committee report recognized the significant progress Larchmont has made in carrying out its action plan, commending Larchmont Charter School for its successful vertical integration and alignment of academic expectations. As a part of the six-year accreditation, Larchmont Charter School will undergo a midterm review in the fall of 2019.

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

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. Information will be made available in multiple languages. These notifications are distributed in various settings, including on the Larchmont website, at Parent and Student Orientations, and at monthly parent meetings with the School Leader. 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 WASC, as noted above, 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**

Larchmont offers Transitional Kindergarten in accordance with applicable California law. 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 Education Code Section 48000(d) in providing a modified curriculum that is both age and developmentally appropriate. Utilizing a combination classroom approach and a stand-alone TK 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**

The Larchmont school year is similar to a traditional single-track calendar with the addition of increased instructional days for all students. We have 178 instructional days and exceed the number of annual instructional minutes as set forth in Education Code Section 47612.5 for all grade levels.

Larchmont Charter School 2020-2021 School Year Calendar [DRAFT]

Legend	
Pupil Free Day (No Students)	First/Last Day of Instruction
Non-School Day	Holiday
5-12 Quarter End	Staff Development Day-No School
5-12 Semester End	TK-12 Minimum Day
TK-4 Trimester End	New Teacher Onboarding
Wednesdays are Early Release Days	

August 6-7	New Teacher Onboarding
August 10-17	Staff Development Days
August 18	Pupil Free Day (No Students)
August 19	First Day of Instruction
August 19-28	TK/Kinder Early Release Days
September 7	Labor Day
September 28	Non-School Day
October 14	5-12 Quarter End
October 19-23	TK-12 Parent Conferences
November 4	Staff Development Day
November 11	Veterans' Day
November 12	TK-4 Trimester End
November 23-27	Thanksgiving Break
December 21 - January 4	Winter Break
January 12	5-12 Semester End
January 13	Staff Development Day
January 18	Martin Luther King Jr. Day
February 15	Presidents' Day
March 5	TK-4 Trimester End
March 10	Staff Development Day
March 17	5-12 Quarter End
March 22-26	TK-12 Parent Conferences
March 29 - April 5	Spring Break
May 31	Memorial Day
June 11	TK-4 Trimester/5-12 Semester End
June 11	Last Day of Instruction/Early Release
June 14	Pupil Free Day (No Students)

August 2020						
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 2020						
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 2020						
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 2020						
S	M	T	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
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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						

February 2021						
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						

March 2021						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	Th	F	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
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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	323-666-6413
Hollygrove	323-336-0860
Selma	323-871-4000
Lafayette Park	213-667-6300
Network	323-380-7893
www.larchmontcharter.org	

Larchmont Charter School 2020-2021 School Year Calendar [DRAFT]

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August 2020						
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 2020						
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 2020						
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 2020						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
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 2021						
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						

February 2021						
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						

March 2021						
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 2021						
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	

May 2021						
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 2021						
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			

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www.larchmontcharter.org	

Sample Daily Schedules

Larchmont's daily schedules reflect our commitment to 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 a differentiated

group model for reading and language arts instruction. All teachers have planning periods, providing within the professional schedule the ability for teachers to design and tailor their instruction to student needs and interests. The secondary program also includes PACK time where students have Advisory, which includes academic and socio-emotional support.

<i>TK and Kindergarten</i>					
<i>Regular Day - Transitional Kinder (TK)</i>			<i>Regular Day – TK/Kindergarten</i>		
<i>Hollygrove Campus Only</i>					
<i>Time</i>	<i>Minutes</i>	<i>Subject</i>	<i>Time</i>	<i>Minutes</i>	<i>Subject</i>
<i>8:25-9:00</i>	<i>35</i>	<i>Morning Meeting</i>	<i>8:25-9:00</i>	<i>35</i>	<i>Math</i>
<i>9:00-10:30</i>	<i>90</i>	<i>Library, P.E., Music, Improv(e), SEL</i>	<i>9:00-9:30</i>	<i>30</i>	<i>Art, Music, P.E.</i>
<i>10:30-11:00</i>	<i>30</i>	<i>Recess</i>	<i>9:30-10:30</i>	<i>60</i>	<i>Readers Workshop</i>
<i>11:00-11:25</i>		<i>Lunch</i>	<i>10:30-11:00</i>	<i>30</i>	<i>Recess</i>
<i>11:25-11:55</i>	<i>30</i>	<i>Quiet Time</i>	<i>11:00-11:25</i>		<i>Lunch</i>
<i>11:55-1:30</i>	<i>95</i>	<i>Writer's Workshop, Reading, Math, Project</i>	<i>11:25-12:30</i>	<i>55</i>	<i>Writers Workshop</i>
<i>1:30-2:00</i>	<i>30</i>	<i>Recess</i>	<i>12:30-1:10</i>	<i>40</i>	<i>Word Study</i>
<i>2:00-2:35</i>	<i>35</i>	<i>Studio & Choice Time</i>	<i>1:10-1:30</i>	<i>20</i>	<i>Recess</i>
<i>2:35-3:00</i>	<i>25</i>	<i>Closing Circle</i>	<i>1:30-2:30</i>	<i>60</i>	<i>Social Studies, Science</i>
			<i>2:30-3:00</i>	<i>30</i>	<i>Circle/ Class Meeting</i>
	<i>370</i>	<i>Total Instructional Minutes</i>		<i>370</i>	<i>Total Instructional Minutes</i>
<i>Early Release Day - Transitional Kinder (TK)</i>			<i>Early Release Day – TK/Kindergarten</i>		
<i>Time</i>	<i>Minutes</i>	<i>Subject</i>	<i>Time</i>	<i>Minutes</i>	<i>Subject</i>
<i>8:25-9:00</i>	<i>35</i>	<i>Library</i>	<i>8:25-9:00</i>	<i>35</i>	<i>Math</i>
<i>9:00-9:20</i>	<i>20</i>	<i>Morning Meeting</i>	<i>9:00-9:30</i>	<i>30</i>	<i>Art, Music, P.E.</i>
<i>9:20-9:40</i>	<i>20</i>	<i>Snack/Recess</i>	<i>9:30-10:30</i>	<i>60</i>	<i>Readers Workshop</i>
<i>9:40-10:30</i>	<i>50</i>	<i>Music</i>	<i>10:30-11:00</i>	<i>30</i>	<i>Recess</i>
<i>10:30-11:00</i>	<i>30</i>	<i>Recess</i>	<i>11:00-11:25</i>		<i>Lunch</i>
<i>11:00-11:25</i>	<i>0</i>	<i>Lunch</i>	<i>11:25-12:30</i>	<i>55</i>	<i>Writers Workshop</i>
<i>11:25-11:55</i>	<i>30</i>	<i>Quiet Time</i>	<i>12:30-1:10</i>	<i>40</i>	<i>Word Study</i>
<i>11:55-1:20</i>	<i>25</i>	<i>Math/Choice Time</i>	<i>1:10-1:30</i>	<i>20</i>	<i>Recess</i>
<i>1:20-1:30</i>	<i>10</i>	<i>Closing Circle</i>			
	<i>280</i>	<i>Total Instructional Minutes</i>		<i>280</i>	<i>Total Instructional Minutes</i>
<i>Minimum Days – Transitional Kinder (TK)</i>			<i>Minimum Days – TK/Kindergarten</i>		
<i>Time</i>	<i>Minutes</i>	<i>Subject</i>	<i>Time</i>	<i>Minutes</i>	<i>Subject</i>
<i>8:25-9:00</i>	<i>35</i>	<i>Morning Meeting</i>	<i>8:25-9:00</i>	<i>35</i>	<i>Math</i>
<i>9:00-10:10</i>	<i>70</i>	<i>Writer's Workshop, Reading, Math, Project</i>	<i>9:00-9:30</i>	<i>30</i>	<i>Art, Music, P.E.</i>
<i>10:10-10:30</i>	<i>20</i>	<i>Recess</i>	<i>9:30-10:35</i>	<i>65</i>	<i>Readers Workshop</i>
<i>10:30-10:55</i>	<i>0</i>	<i>Lunch</i>	<i>10:35-10:55</i>	<i>20</i>	<i>Recess</i>

10:55-12:30	95	Studio & Choice Time		10:55-11:15	0	Lunch
				11:15-12:30	75	Writers Workshop
	220	Total Instructional Minutes			225	Total Instructional Minutes

First and Second Grade

Regular Day - First Grade			Regular Day – Second Grade		
Time	Minutes	Subject	Time	Minutes	Subject
8:25-8:50	25	Morning Meeting	8:25-8:50	25	Morning Meeting
8:50-10:10	80	Reading Groups	8:50-10:10	80	Reading Groups
10:10-11:00	50	Writers Workshop & Word Study	10:10-11:30	80	Word Study, Garden, Music, P.E.
11:00-11:30		Recess	11:30-12:00		Recess
11:30-11:55		Lunch	12:00-12:25		Lunch
11:55-12:30	35	Social Studies, Art, Music	12:25-1:00	35	Science, Social Studies, Art
12:30-1:10	40	Science, Garden	1:00-2:00	60	Math
1:10-2:10	60	Math	2:00-2:30	30	Writers Workshop
2:10-2:30	20	P.E.	2:30-3:00	30	Council
2:30-3:00	30	Council			
	340	Total Instructional Minutes		340	Total Instructional Minutes

Early Release Day - First Grade			Early Release Day – Second Grade		
Time	Minutes	Subject	Time	Minutes	Subject
8:25-8:50	25	Morning Meeting	8:25-8:50	25	Morning Meeting
8:50-10:10	80	Reading Groups	8:50-10:10	80	Reading Groups
10:10-11:00	50	Writers Workshop	10:10-11:30	80	Science, Garden, Music, P.E.
11:00-11:30		Recess	11:30-12:00		Recess
11:30-11:55		Lunch	12:00-12:25		Lunch
11:55-12:30	35	Social Studies, Art, Music	12:25-1:00	35	Social Studies, Art, Writers Workshop
12:30-1:30	60	Science, Garden	1:00-1:30	30	Math
	250	Total Instructional Minutes		250	Total Instructional Minutes

Minimum Days – First Grade			Minimum Days – Second Grade		
Time	Minutes	Subject	Time	Minutes	Subject
8:25-8:50	25	Morning Meeting	8:25-8:50	25	Morning Meeting
8:50-10:10	80	Reading Groups	8:50-10:10	80	Reading Groups
10:10-10:55	45	Writers Workshop	10:10-10:55	45	Science, Garden, Music, P.E.

10:55-11:15		Lunch		10:55-11:15		Recess
11:15-11:35	70	Recess		11:15-11:35		Lunch
11:35-12:30	55	Math		11:35-12:30	55	Math
	205	Total Instructional Minutes			55	Total Instructional Minutes

Third and Fourth Grade

<i>Regular Day -Third Grade</i>			<i>Regular Day – Fourth Grade</i>		
<i>Time</i>	<i>Minutes</i>	<i>Subject</i>	<i>Time</i>	<i>Minutes</i>	<i>Subject</i>
8:25-9:00	35	Social Studies	8:25-9:15	25	Readers Workshop
9:00-9:30	30	Music, P.E.,	9:15-10:30	80	Math
9:30-10:30	60	Writers Workshop	10:30-11:30	80	Writers Workshop
10:30-12:00	90	Science, Garden, Art	11:30-12:30		Science/Garden
12:00-12:30		Recess	12:30-1:00		Recess
12:30-12:55		Lunch	1:00-1:25	35	Lunch
12:55-1:30	35	Readers Workshop	1:25-2:30	60	Social Studies, Art, Music
1:30-2:30	60	Math	2:30-3:00	30	Council, P.E.
2:30-3:00	30	Council, Project Time			
	340	Total Instructional Minutes		340	Total Instructional Minutes
<i>Early Release Day - Third Grade</i>			<i>Early Release Day – Fourth Grade</i>		
<i>Time</i>	<i>Minutes</i>	<i>Subject</i>	<i>Time</i>	<i>Minutes</i>	<i>Subject</i>
8:25-9:00	35	Social Studies	8:25-9:15	25	Readers Workshop
9:00-9:30	30	Music, P.E.,	9:15-10:30	80	Math
9:30-10:30	60	Writers Workshop	10:30-11:30	80	Writers Workshop
10:30-12:00	90	Science Garden, Art	11:30-12:30		Science/Garden
12:00-12:30		Recess	12:30-1:00		Recess
12:30-12:55		Lunch	1:00-1:25	35	Lunch
12:55-1:30	35	Readers Workshop	1:25-1:30	30	Council
	250	Total Instructional Minutes		250	Total Instructional Minutes
<i>Minimum Days – Third Grade</i>			<i>Minimum Days – Fourth Grade</i>		
<i>Time</i>	<i>Minutes</i>	<i>Subject</i>	<i>Time</i>	<i>Minutes</i>	<i>Subject</i>
8:25-9:00	35	Social Studies	8:25-9:15	25	Morning Meeting
9:00-9:30	30	Music, P.E.,	9:15-10:15	80	Reading Groups
9:30-10:30	60	Writers Workshop	10:30-11:40	45	Science, Garden, Music, P.E.

10:30-11:40	70	Science, Garden, Art		11:40-12:00		Recess
11:40-12:00		Lunch		12:00-12:20		Lunch
12:00-12:20		Recess		12:20-12:30	55	Math
12:20-12:30	10	Readers Workshop				
	205	Total Instructional Minutes			55	Total Instructional Minutes

Fifth and Sixth Grade

<i>Regular Day -Fifth Grade</i>			<i>Regular Day – Sixth Grade</i>		
<i>Time</i>	<i>Minutes</i>	<i>Subject</i>	<i>Time</i>	<i>Minutes</i>	<i>Subject</i>
8:20-8:50	30	Pack Time	8:20-8:55	35	Pack Time
8:50-9:55	65	Math	8:55-10:00	65	Math/ELA
9:55-11:00	65	ELA	10:00-10:15		Snack
11:00-11:25		Lunch	10:15-11:20	65	Math/ELA
11:25-11:50		Recess	11:20-12:05	45	Enrichment
11:50-12:45	65	Science/History	12:05-12:25		Recess
12:45-1:40	65	Science/History	12:25-12:45		Lunch
1:40-1:55		Snack	12:45-1:30	45	Enrichment
1:55-2:40	45	Enrichment	1:30-2:35	65	One ELA/ History/ Science
2:40-3:25	45	Enrichment	2:35-3:45	70	History/ Science
	385	Total Instructional Minutes		390	Total Instructional Minutes
<i>Early Release Day - Fifth Grade</i>			<i>Early Release Day – Sixth Grade</i>		
<i>Time</i>	<i>Minutes</i>	<i>Subject</i>	<i>Time</i>	<i>Minutes</i>	<i>Subject</i>
8:20-8:55	35	Assembly	8:20-8:55	35	Assembly
9:00-9:45	45	Enrichment	9:00-9:45	45	Academic Support
9:45-10:30	45	Enrichment	9:45-10:20	35	Academic Advisory
10:30-10:55		Recess	10:20-11:20	60	Signature Project
10:55-11:20		Lunch	11:20-11:40		Lunch
11:20-12:20	60	Signature Project	11:40-12:00		Recess
12:20-12:50	30	Academic Advisory	12:00-12:45	45	Enrichment
12:50-1:35	45	Academic Support	12:45-1:35	50	Enrichment
	265	Total Instructional Minutes		275	Total Instructional Minutes
<i>Minimum Days – Fifth Grade</i>			<i>Minimum Days – Sixth Grade</i>		
<i>Time</i>	<i>Minutes</i>	<i>Subject</i>	<i>Time</i>	<i>Minutes</i>	<i>Subject</i>

<i>8:20-8:50</i>	<i>30</i>	<i>Pack Time</i>		<i>8:20-8:50</i>	<i>30</i>	<i>Pack Time</i>
<i>8:50-9:50</i>	<i>60</i>	<i>ELA</i>		<i>8:50-9:50</i>	<i>60</i>	<i>Math/ELA</i>
<i>9:50-11:00</i>	<i>70</i>	<i>Math</i>		<i>9:50-11:00</i>	<i>70</i>	<i>Math/ELA</i>
<i>11:00-11:25</i>		<i>Lunch</i>		<i>11:00-11:25</i>		<i>Recess</i>
<i>11:25-11:50</i>		<i>Recess</i>		<i>11:25-11:50</i>		<i>Lunch</i>
<i>11:50-12:25</i>	<i>35</i>	<i>History/Science</i>		<i>11:50-12:25</i>	<i>35</i>	<i>Enrichment</i>
	<i>195</i>	<i>Total Instructional Minutes</i>			<i>195</i>	<i>Total Instructional Minutes</i>

Seventh Grade

Regular Day - Seventh Grade

<i>Time</i>	<i>Minutes</i>	<i>Subject</i>
<i>8:20-8:50</i>	<i>30</i>	<i>Pack Time (Homeroom / Advisory)</i>
<i>8:55-9:55</i>	<i>60</i>	<i>Math</i>
<i>10:00-11:00</i>	<i>60</i>	<i>ELA</i>
<i>11:05-11:15</i>		<i>Snack</i>
<i>11:15-12:10</i>	<i>55</i>	<i>History</i>
<i>12:15-1:10</i>	<i>55</i>	<i>Science</i>
<i>1:10-1:40</i>		<i>Lunch</i>
<i>1:40-2:35</i>	<i>55</i>	<i>Elective</i>
<i>2:40-3:35</i>	<i>55</i>	<i>PE</i>
	<i>395</i>	<i>Total Instructional Minutes</i>

Early Release Day - Seventh Grade

<i>Time</i>	<i>Minutes</i>	<i>Subject</i>
<i>8:20-8:55</i>	<i>35</i>	<i>Assembly</i>
<i>9:00-9:50</i>	<i>50</i>	<i>Academic Support</i>
<i>9:55-10:40</i>	<i>45</i>	<i>Academic Advisory</i>
<i>10:45-11:40</i>	<i>55</i>	<i>PE</i>
<i>11:40-12:10</i>		<i>Lunch</i>
<i>12:10-12:25</i>		<i>Recess</i>
<i>12:25-1:30</i>	<i>65</i>	<i>Signature Project</i>
	<i>265</i>	<i>Total Instructional Minutes</i>

Minimum Days – Seventh Grade

<i>Time</i>	<i>Minutes</i>	<i>Subject</i>
<i>8:20-8:50</i>	<i>30</i>	<i>Pack Time (Homeroom/ Advisory)</i>

<i>8:50-9:35</i>	<i>45</i>	<i>Elective</i>
<i>9:35-10:20</i>	<i>45</i>	<i>PE</i>
<i>10:25-11:10</i>	<i>45</i>	<i>Math</i>
<i>11:15-11:55</i>	<i>40</i>	<i>ELA</i>
<i>11:55-12:25</i>		<i>Lunch</i>
	<i>215</i>	<i>Total Instructional Minutes</i>

A Schedule - 8th Grade		
Time	Minutes	Subject
8:30 - 10:00	90	Science 8
10:05 - 10:35	30	PACK time (Homeroom/ Advisory)
10:40 - 12:10	90	Algebra 1
12:10 - 12:40	30	Lunch
12:45 - 2:15	90	History 8
2:20 - 3:35	75	Mock Trial

B Schedule - 8th Grade		
Time	Minutes	Subject
8:30 - 10:00	90	Spanish 1
10:05 - 10:35	30	PACK time (Homeroom/ Advisory)
10:40 - 12:10	90	ELA 8
12:10 - 12:40	30	Lunch
12:45 - 2:15	90	PE
2:20 - 3:35	75	Cooking

Early Release (A or B rotating) - 8th grade (Wed)		
Time	Minutes	Subject
8:30 - 9:40	70	Science 8 / Spanish 1
9:45 - 10:55	70	Algebra 1 / ELA 8
10:55 - 11:25	30	Lunch
11:30 - 12:40	70	History 8 / PE
12:45 - 1:30	45	Mock Trial / Cooking

Minimum Day (A or B rotating) - 8th grade (Mon/Tues)		
Time	Minutes	Subject
8:30 - 10:00	90	Science 8 / Spanish 1
10:05 - 11:35	90	Algebra 1 / ELA 8
11:35 - 12:05	30	Lunch

A Schedule - 9th Grade		
Time	Minutes	Subject
8:30 - 10:00	90	Spanish 2
10:05 - 11:35	90	ELA 9
11:35 - 12:05	30	Lunch

B Schedule - 9th Grade		
Time	Minutes	Subject
8:30 - 10:00	90	Biology
10:05 - 11:35	90	Geography
11:35 - 12:05	30	Lunch

12:10 - 12:40	30	PACK time (Homeroom/ Advisory)	12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	Geometry	12:45 - 2:15	90	PE 1
2:20 - 3:50	90	Intro to Chorus	2:20 - 3:50	90	Intro to Film

Early Release (A or B rotating) - 9th grade (Wed)		
Time	Minutes	Subject
8:30 - 9:40	70	Spanish 2/ Biology
9:45 - 10:55	70	ELA 9/ Geography
11:00 - 12:10	70	Geometry/PE 1
12:10 - 12:40	30	Lunch
12:45 - 1:55	70	Intro to Chorus/ Intro to Film

Minimum Day (A or B rotating) - 9th grade (Mon/Tues)		
Time	Minutes	Subject
8:30 - 10:00	90	Spanish 2/ Biology
10:05 - 11:35	90	ELA 9/ Geography
11:35 - 12:05	30	Lunch

A Schedule - 10th Grade		
Time	Minutes	Subject
8:30 - 10:00	90	Intro to Art
10:05 - 11:35	90	ELA 10
11:35 - 12:05	30	Lunch
12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	Music Theory
2:20 - 3:50	90	Spanish 3

B Schedule - 10th Grade		
Time	Minutes	Subject
8:30 - 10:00	90	Chemistry
10:05 - 11:35	90	World History
11:35 - 12:05	30	Lunch
12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	Physical Conditioning
2:20 - 3:50	90	Algebra 2

Early Release (A or B rotating) - 10th grade (Wed)		
Time	Minutes	Subject
8:30 - 9:40	70	Intro to Art/Chemistry
9:45 - 10:55	70	ELA 10/World History
11:00 - 12:10	70	Music Theory/Physical Conditioning
12:10 - 12:40	30	Lunch
12:45 - 1:55	70	Spanish 3/Algebra 2

Minimum Day (A or B rotating) - 10th grade (Mon/Tues)		
Time	Minutes	Subject
8:30 - 10:00	90	Intro to Art/Chemistry
10:05 - 11:35	90	ELA 10/World History
11:35 - 12:05	30	Lunch

A Schedule - 11th Grade		
Time	Minutes	Subject
8:30 - 10:00	90	Environmental Science
10:05 - 11:35	90	US History
11:35 - 12:05	30	Lunch
12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	AP Spanish Language
2:20 - 3:50	90	Pre-calculus

B Schedule - 11th Grade		
Time	Minutes	Subject
8:30 - 10:00	90	English 11
10:05 - 11:35	90	Creative Writing
11:35 - 12:05	30	Lunch
12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	Urban Gardening
2:20 - 3:50	90	AP Support

Early Release (A or B rotating) - 11th grade (Wed)		
Time	Minutes	Subject
8:30 - 9:40	70	Environmental Science/English 11
9:45 - 10:55	70	US History/Creative Writing
11:00 - 12:10	70	AP Spanish Language/Urban Gardening
12:10 - 12:40	30	Lunch
12:45 - 1:55	70	Pre-calculus/AP Support

Minimum Day (A or B rotating) - 11th grade (Mon/Tues)		
Time	Minutes	Subject
8:30 - 10:00	90	Environmental Science/English 11
10:05 - 11:35	90	US History/Creative Writing
11:35 - 12:05	30	Lunch

A Schedule - 12th Grade		
Time	Minutes	Subject
8:30 - 10:00	90	AP English Literature
10:05 - 11:35	90	AP Biology
11:35 - 12:05	30	Lunch

B Schedule - 12th Grade		
Time	Minutes	Subject
8:30 - 10:00	90	Government/Economics
10:05 - 11:35	90	AP Calculus AB
11:35 - 12:05	30	Lunch

12:10 - 12:40	30	PACK time (Homeroom/ Advisory)	12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	Advanced Film	12:45 - 2:15	90	Advanced Art
2:20 - 3:50	90	Intro to Theater	2:20 - 3:50	90	AP Support

Early Release (A or B rotating) - 12th grade (Wed)		
Time	Minutes	Subject
8:30 - 9:40	70	AP English Literature/ Gov&Econ
9:45 - 10:55	70	AP Biology/ AP Calculus AB
11:00 - 12:10	70	Advanced Film/Advanced Art
12:10 - 12:40	30	Lunch
12:45 - 1:55	70	Intro to Theater/AP Support

Minimum Day (A or B rotating) - 12th grade (Mon/Tues)		
Time	Minutes	Subject
8:30 - 10:00	90	AP English Literature/ Gov & Econ
10:05 - 11:35	90	AP Biology/ AP Calculus AB
11:35 - 12:05	30	Lunch

22. **Instructional Days and Minutes**

The Charter School shall ensure that all students complete the minimum required number of instructional days (175 days) and minutes, as applicable per grade level. Specifically, pursuant to Education Code Section 47612.5, kindergarten students shall receive at least 36,000 instructional minutes, grades 1-3 at least 50,400 instructional minutes, students in grades 4-8 at least 54,000 instructional minutes and students in grades 9-12 at least 64,800 instructional 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 Section 47612.5.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK	Yes	129	370	39	280	10	220	0	0	178	36000	60850	24850
TK/K	Yes	129	370	39	280	10	225	0	0	178	36000	60900	24900
1	Yes	135	340	33	250	10	205	0	0	178	50400	56200	5800
2	Yes	135	340	33	250	10	205	0	0	178	50400	56200	5800
3	Yes	135	340	33	250	10	205	0	0	178	50400	56200	5800
4	Yes	135	340	33	250	10	205	0	0	178	54000	56200	2200
5	Yes	135	385	33	265	10	195	0	0	178	54000	62670	8670
6	Yes	135	390	33	275	10	195	0	0	178	54000	63675	9675
7	Yes	135	395	33	265	10	215	0	0	178	54000	64220	10220
8	Yes	135	375	33	255	10	225	0	0	178	54000	61290	7290
9	Yes	135	410	33	295	10	290	0	0	178	64800	67985	3185
10	Yes	135	410	33	295	10	290	0	0	178	64800	67985	3185
11	Yes	135	410	33	295	10	290	0	0	178	64800	67985	3185
12	Yes	135	410	33	295	10	290	0	0	178	64800	67985	3185

Professional Development

23. 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 and/or department 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-4); and several 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:

- Academic excellence through constructivism
 - Workshop model
 - Project-based learning
 - Inquiry, exploration and discovery
 - Academics (Math, ELA/ELD, Social Studies, Enrichments)
- Diversity
 - Equity
 - Differentiation
 - Multiple intelligences
 - Cultural competence
 - Unconscious bias and anti-bias teaching and learning
 - Differentiating to meet all students' needs
 - UDL
- Community
 - Whole child approach
 - Service learning
 - Social Emotional Learning curricula and strategies
 - Best Practices in PACK time (Homeroom/Advisory)

24. **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 School Leaders (TK-12) are responsible for hiring all instructional faculty, including credentialed teachers. 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. With the help of faculty, the School Leader 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. Larchmont also considers diversity of candidates in order to assemble a culturally competent faculty with diverse backgrounds and experiences. 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 ESSA requirements to teach the subject that he/she is being hired to teach.

Once hired, new teachers will be provided with ongoing professional development that supports their understanding and implementation of Larchmont Charter School's mission, vision and model. During Institute, the professional development days prior to the start of the regular school year, new teachers have two dedicated days where they are introduced and trained on the operations of LCS along with an introduction of what our mission and vision means within the educational program, and provided site-specific and school-wide expectations. These dedicated days allow new teachers to more fully participate and engage with their colleagues during the regular institute with all staff. From this point, new teachers are assigned mentor teachers where they have bi-weekly meetings that allow for an increased observation and feedback cycle throughout the school year. Also, within our weekly professional development meetings, collaboration with colleagues is embedded that allows for continued discussions around academic performance, student support and lesson implementation.

Meeting the Needs of All Students

25. English Learners

Process for Identifying English Learners (ELs)

Larchmont expects its student population to include approximately 8% ELs each year, with another approximately 15% recently Reclassified Fluent-English Proficient (RFEP). Larchmont serves its EL students in accordance with all applicable state and Federal laws and regulations.

Upon initial enrollment, parents complete the Home Language Survey (HLS) on Larchmont's Student Enrollment Form. The purpose of the HLS is to determine if a language other than English is used in the student's home. The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

These questions are used to determine a student's home language status as follows:

- English Only (EO): If the answers to the four questions on the HLS are "English", the student is classified as English Only.
- Possible English Learner (EL): If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the student is administered the ELPAC to measure his or her level of English proficiency. Additionally, if the parent's response to the first three questions on the HLS is English and the response to the fourth question is other than English or there is an indication that the pupil's primary or native language is not English and there is evidence of significant non-English exposure and student is unable to

perform ordinary classroom work in English, then school will determine whether pupil will be administered the ELPAC.

Parents are sent a notification that the student will be administered the ELPAC when initial identification is determined. If student should transfer to LCS within the school year, the school will evaluate cumulative records and CALPADS to determine if student should receive English Language instructional support.

If student is either new to the public school system or new to the U.S. and it has been determined from the HLS that another language is spoken, then student will receive the ELPAC within the first 30 days of enrollment.

Students with disabilities are permitted to take the 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 ELPAC, according to the guidelines set forth in the student's IEP. Larchmont staff notifies parents of the school's responsibility to conduct ELPAC testing and informs parents of 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 Learners using the following guiding principles:

- Principle 1: English learners are held to the same high expectations of learning established for all students.
- Principle 2: English learners develop full receptive and productive proficiencies in the CCSS ELD/ELA Standards in the domains of Speaking and Listening, Reading, Writing, and Language consistent with expectations for all students.
- Principle 3: English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, gardening, cooking, and physical education, consistent with those for all students.
- Principle 4: English learners receive instruction that builds on their previous education and cognitive abilities and reflects their language proficiency levels.
- Principle 5: English learners are evaluated with appropriate valid assessments that are aligned to state and local standards and that take into account their language development stages and cultural backgrounds.
- Principle 6: The academic success of English learners is a responsibility shared by all educators, the family, and the community. Progress of all students is tracked and regularly shared and analyzed publicly at LCS Board of Directors Meetings.

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 “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.

Teachers will have access to 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 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 ELPAC. School Leaders 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

All teachers deliver standards-based, differentiated instruction using Specially Designed Academic Instruction in English (SDAIE) strategies in reading, writing, math, science, and social studies to ensure full access to the core curriculum. English Language Learners are fully supported in accessing rich content knowledge and developing academic English across the disciplines. This Integrated ELD instructional approach emphasizes strategic scaffolding and support for meaning making, language development, effective expression, content knowledge and foundational skills.

Designated ELD instruction is provided to students in a small group setting that focuses on specific language skills that builds into and from content instruction. Instruction is designed to ensure that EL students acquire English Language proficiency and master academic content and ELD standards required of all California students. Instruction emphasizes the importance of ELA/Literacy in Reading, Writing, Speaking and Listening and Language, and provides opportunities for honing these skills in multiple contexts.

Process for Annual Evaluation of the Charter School’s English Learner Program

As a part of our mission-driven dedication to diversity, Larchmont Charter School is committed to monitoring the implementation of its EL policies, programs, and services, and to evaluating their

implementation as well as their effectiveness in order to continuously improve and hold itself accountable for outcomes.

At the beginning of each school year, teachers will evaluate student progress along the ELD Proficiency Level Continuum for each of their English Learners by looking at the ELPAC scores, end of year assessments, beginning of year assessments, CAASPP results to see level appropriateness, or other information for progress monitoring, such as NWEA or writing samples. Teachers will use this information to continuously monitor each English Learners' ability to achieve growth and progress through their proficiency level on the grade-level standards. Every grading period, teachers evaluate the recorded evidence from the ELD Monitoring Tracker and evaluate student's progress with respect to their Proficiency Level Descriptors for the CA ELD Standards. The progress of English Learners moving to the next level throughout the school year will be used to evaluate the EL program. Additionally, the school will look at the number of English Learners meeting the criteria to be reclassified as fluent English proficient (RFEP).

The results of this evaluation will be used to improve the EL program each year. Any grade-level standards or coursework that were particularly difficult for English Learners to master will be identified. The instructional and assessment methodologies for these standards will be addressed to improve the likelihood of English Learners achieving these standards the following year. In addition, any of the individual criteria for reclassification that is a barrier to reclassifying English Learners as fluent English proficient will be identified and addressed. Achievement gaps in ELA, Math and Foreign Language will be regularly analyzed and strategies for student support will be designed and implemented within strategic lessons. Regular reports to the LCS Board of Directors on comparative EL group progress will guide next steps and support budgetary allocations as needed.

Process and Specific Criteria for Reclassification

An English Learner is eligible for reclassification when he/she has met the established criteria. The reclassification criteria include the use of multiple measures to ensure both proficiency in the English language and success in an English Language Mainstream program. The School Leader, teacher(s), and parent(s) must participate in the reclassification process. Reclassification of students will when needed with parent meetings. Larchmont's reclassification criteria is as follows:

Reclassification Criteria Grades K-12	
Assessment of English Language Proficiency <u>English proficiency on the ELPAC Summative:</u> <ul style="list-style-type: none"> ● Score of 4 in the <i>Overall Performance</i>; ● Scores of 4 in <i>Oral Language</i> and <i>Written Language</i> AND ● Scores of <i>Somewhat/Moderately</i> to <i>Well-Developed</i> in the domains of Listening, Speaking, Reading, and Writing. 	
Comparison of Student Performance on an objective assessment of basic skills in English-language arts <u>Reading Assessment:</u> Score of 4 or 5 in Fountas & Pinnell (grades K-4), or 3 or 4 in CAASPP, or Achieving grade level mean score on NWEA (grades 2-12) <u>Writing Assessment:</u> Score of 3 or 4 in the Lucy Calkins units of Narrative, Informational, and Opinion writing prompt (grades 1-4)	
Teacher Evaluation Based on student grades/progress report in English Language Arts & Math <ul style="list-style-type: none"> ● K-4: Progress Report Grades of proficient or outstanding in English & Math 	

- 5-12: Report card grades of C or better in English and Math

Parent Opinion and Consultation

*In the event that a student meets the ELPAC and performance in basic grade level skills criteria but not the grade/progress report mark requirements, the school team must meet to analyze other student data that demonstrates grade-level proficiency. The following may be considered:

- Prior CAASPP results, if applicable
- Authentic student work samples, especially writing samples

The School Leader collects and reviews the ELPAC scores, other assessment data, students' grades, and teachers' recommendations for all English Learners. On the basis of this review, students who are eligible for reclassification are identified.

The School Leader notifies parents and/or guardians if a student is eligible for reclassification and provides an opportunity for the parents and/or guardians to attend a reclassification meeting. The parent may also communicate his/her opinion in writing or via phone call.

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

Students who have been reclassified as RFEP receive follow-up monitoring for a minimum of two years after reclassification. In the spring trimester, an evaluation of students that have been classified as RFEP will be conducted using test results in Language Arts and Math, the last two years of Language Arts and Math grades, CAASPP results, and GPA in Language Arts and Math, if applicable.

If a student has an Individualized Education Program (IEP), and has been receiving instruction in ELD, reclassification must be addressed through an annual IEP or Addendum meeting following the district procedures for reclassifying students with disabilities.

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

Larchmont tracks student performance of all students currently classified as ELs, including LTEs, 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 LTEs, 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.

26. Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

At Larchmont Charter School, we believe that all of our children bring unique talents and abilities to school. It is our role as educators to develop these strengths in our students. We use a wide variety of assessments and tools to inform our approach with our students. As a general rule, we do not believe that any one assessment should be used to classify children or determine what resources are provided for a child's learning. As Larchmont's model is designed to differentiate to meet a wide range of student needs, there are not designated "gifted" programs at Larchmont. Rather teachers adapt instruction, as practicable, to provide opportunities for extension or acceleration for identified students.

We understand however that there may be opportunities outside of Larchmont Charter School that families would like their children to access which are available only with the designation of “gifted” (e.g. entry into gifted magnet schools). To this end, Larchmont Charter universally ensures all our diverse students have at least three opportunities across different grade levels to obtain the designation of “gifted.” Larchmont Charter School is an inclusive learning environment, and the “gifted” designation will be used to ensure teachers have pertinent information so that they can provide appropriate educational experiences to students who are gifted.

School leaders and teachers’ monitor the progress of all students, including “gifted” and talented students. This is done daily through classroom assessments such as exit slips, projects, quizzes, and tests; quarterly through report cards; twice a year through school wide assessments like NWEA; and the annual CAASPP test. Questions and/or concerns can be brought to the Senior Director of Learning and Support Services, who oversees the overall GATE program. Parents should contact their School Leader for any specific support and/or questions.

27. Students Achieving Below Grade Level

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.

Each fall, students at Larchmont are assessed by their classroom teacher in written language, reading, and math, among other 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.

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 uses the Multi-tiered System of Support (“MTSS”) to meet the needs of students achieving below grade level. Larchmont’s Academic Intervention (Academy) uses internal assessment data and teacher observations to provide increasing levels of targeted support, including the following:

- ELA - Intervention provided before, during and after school. Programs used are Leveled Literacy Intervention (“LLI”) and Read 180.
- Math - Math continuum re-structured. Supports provided to students through differentiated/leveled small groups. Math coach also provides targeted instruction to students.

Larchmont pays special attention to 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 PACK 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.

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 feedback 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.

28. Socio-Economically Disadvantaged/Low Income Students

Socio-economically disadvantaged students, as defined by free and reduced price lunch eligibility, comprised approximately 43% of our student population in 2018-19. Larchmont offers several programs to address the needs and associated risks of this subgroup. Our school psychologist is available for group or individual sessions to support student needs associated with poverty. The MTSS provides intervention for students facing academic and behavioral challenges. Enrichment and afterschool programs with activities such as art, music, gardening, coding, and karate also offer students exposure to activities beyond academics. Furthermore, our physical education program addresses the relationship between exercise and health and our Healthy Lunch program incorporates the tenets of the Edible Schoolyard. 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 Executive Director's Academic Excellence Group routinely review achievement data disaggregated by subgroup to ensure monitoring of how all students are achieving and the targeting of intervention resources as needed.

29. Students in Other Subgroups

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. PACK time (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, and school psychologists partner with community organizations and universities to provide services, supports, and opportunities to Larchmont's foster youth. The School Leader monitors the progress of foster youth and works in conjunction with the team to provide intervention and support as needed.

30. 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 State 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 in our LCS students' elementary school experience. Students start the day engaged in the practice of Morning Meeting where they not only have an opportunity to transition thoughtfully from home to school. During this short block of time, students not only develop Social Emotional Learning Skills by sharing events in their lives with their classmates, but also, students work to solidify academic concepts, such as 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 who are performing above grade level. Students continue their day by transitioning to Math where they learn key concepts and ideas through interdisciplinary activities, and 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. Following math, students split up into groups according to reading level or word study level and receive targeted reading instruction in comprehension, phonemic awareness, phonics, and word study. You may observe a teacher either conferencing with individual students or working with students in a small guided reading group, while other students are independently reading and practicing the comprehension skill from the day's Reader's Workshop mini-lesson.

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 head out to recess where they enjoy an active break before they sit down to enjoy a seasonal meal out of our Edible Schoolyard garden. As parent volunteers serve students orange and red veggies, they talk with students about the special vitamins in those delicious plants that make our bodies strong and healthy. Students are encouraged to pay attention to the items from today's meal that should go into the compost bin. Students return to the classroom, and in a circle on the carpet, the teacher engages the class in an Interactive Read Aloud to support comprehension, deepen concepts in content areas or model ideas that are being developed for writer's workshop that follows. After the read aloud, students turn their attention to deepening their understanding of one of the Common Core writing genres that they are learning in Writer's Workshop. Students spend dedicated time drafting genre specific independent writing pieces while practicing the taught writing strategies. During this time you might also see the classroom teacher individually conferencing with students as pairs of students engage in peer editing and revising. Students have the opportunity to support their own growth as well as the learning of others throughout the writing block. After writer's workshop, the students engage in their Signature Project time, where students explore NGSS science standards and 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. Interspersed throughout the day are various enrichment classes, including music, art, gardening and cooking, PE, and Improv. These enrichment opportunities allow students to develop a wide range of skills. From deepening their content knowledge through art and music or practicing their Social Emotional Learning through Improv, Larchmont students have the opportunity to grow and shine in these different areas.

Middle Grades

Students begin the day with PACK time, where they have the opportunity to develop their social and emotional skills. Teachers facilitate council circles and other strategies to discuss social skills from the Second Step curriculum, online safety from the Cyber Civics curriculum, student strengths, goal setting, and career paths from the Thrively curriculum, or other topics as needed for students. This PACK time sets a positive tone for the school day and students have a safe environment each day.

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 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, 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 a 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 yearlong course supporting students' development of the foundational research skills in preparation for their Senior Research 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 a 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 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 Homeroom/Advisory 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.

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.

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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

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. Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

In addition to measuring student outcomes from standardized testing exams adopted by the State of California (CAASPP, ELPAC, CAST, CA Physical Fitness Test, 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 State Standards, including 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 School Leaders, teachers at Larchmont then utilize this data to make informed instructional decisions in order to support and improve student achievement. The Executive Directors' Academic Excellence Group 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 TK-7 Signature Projects and 8-12 Interdisciplinary 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 Group 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 School Leaders, faculty continually reviews and revises assessments and ensures that they remain aligned to the state content and performance standards, including the new CCSS. The Larchmont focus on constructivist assessment practices is particularly well suited to the CCSS interdisciplinary and problem-based approach to assessment. Our faculty ensures that our internal summative assessments are properly aligned with the CAASPP and serve as a meaningful predictor of success on the CAASPP.

Current Larchmont assessment methods include:

Elementary Grades TK-5	Middle Grades 5-8	Upper Grades 9-12
<ul style="list-style-type: none">• NWEA Reading and Math, 2 through 4th Grades (twice a year)• Teacher-created benchmark assessments (end of unit)• Fountas & Pinnell Benchmark Assessment (BAS) system for Reading (3 times/yr; TK-4th Grades)• Lucy Calkins Writing Assessments (3 times/yr Rubrics for each CCSS writing genre) CORE Phonics Assessments (TK-2)	<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)• FOSS Assessments• Signature Projects (yearly - end of year)• CA CCSS released questions, when available (2-3 times/trimester)	<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)

Elementary Grades TK-5	Middle Grades 5-8	Upper Grades 9-12
<ul style="list-style-type: none"> • Words Their Way Spelling Inventory (3 times/year) • Everyday Math (EDM) Assessments (end of unit) • CAASPP 3rd and 4th grades • Signature Projects (yearly – end of year) or Trimester Project Rubrics • 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) • ELPAC 	<ul style="list-style-type: none"> • Publisher assessments science/social studies (end of unit – 2-3 times/trimester) • For 5-12: NWEA (Reading and Math), • CAASPP 5th-8th, 11th. • CAST 8th • ELPAC 	<ul style="list-style-type: none"> • 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 • MTSS • AP exams, PSAT, SAT, SAT subject tests • CAST 10th • NWEA (Reading and Math) 5th -12th • CAASPP for 11th • ELPAC

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. One method through which we assess student progress is through Signature Projects (TK-7) and Research Seminars (8-12). 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 Research Projects. A key component of the Junior and Senior Seminar is the exploration and preparation for life after high school, including college and career. We see that when students are engaged 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/SLOs 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 Executive Directors' Academic Excellence Group 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 and prioritizes employing 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 School Leaders, examine and analyze pupil outcomes 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 School Leaders with input from the instructional leadership team identify professional development goals for the year. The LCS Board of Directors confirms the academic goals and instructional priorities and identifies necessary managerial support the School Leaders need to execute these plans. As the year progresses, teachers administer ongoing assessments and analyze the data to modify and differentiate instruction. Further, the School Leaders 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 LCS Board of Directors identifies ways to support the School Leaders to meet professional development goals and provide curricular support and inform stakeholders of the Charter 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 Charter 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 Standards, including the CCSS, as well as the ESLRs/SLOs.

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"), CCSA's statewide rankings, and the California School Dashboard, to the school community as part of an annual progress and program audit. The LCS 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-4) progress reports at Larchmont include developmental descriptors that describe where students are in their mastery of the State Standards, including the 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 (5-12), 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 (d)(1). 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. 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 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 School Leader 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 School Leader will develop for each student an education plan, including highlighted, time-tracked areas of need in reading, writing and mathematics. 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

Formal student interventions, conferences and any recommendations for retention will be documented and retained. All interventions will have occurred prior to the recommendation and will be verified by the School Leader. 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 School Leader at a retention meeting before the end of the school year. Parents are invited and encouraged to attend. Parents are given documentation outlining the Charter 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 School Leader'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 School Leader's decision should be overruled. The School Leader's determination may be appealed by submitting a written appeal indicating disagreement and the reasons for objecting to the retention to the Executive Director, within 15 days of notification of the retention decision. Within 10 days of receipt of a written appeal, the parents or guardians may meet with Executive Director to appeal the retention decision. The Executive Director's determination may be appealed by submitting a written appeal indicating disagreement and the reasons for objecting to the retention to the Larchmont Charter School Board of Directors, within 10 school days of meeting with Executive Director. Within 30 days of receipt of a written appeal, the parents or guardians may appear before the LCS Board of Directors to appeal the retention decision. The LCS Board of Directors shall meet in closed session to decide the appeal. The decision of the LCS Board of Directors shall be final. If the decision of the LCS 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 charter school, including, but not limited to, the process to be followed by the charter 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 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 Charter School’s website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹¹

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 Education Code section 47604.33.

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

¹¹The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

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 of 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 but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, 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, complete, and accurate contact information for Charter School, Charter 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 the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental 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. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal 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 ESEA and other applicable federal programs. 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.

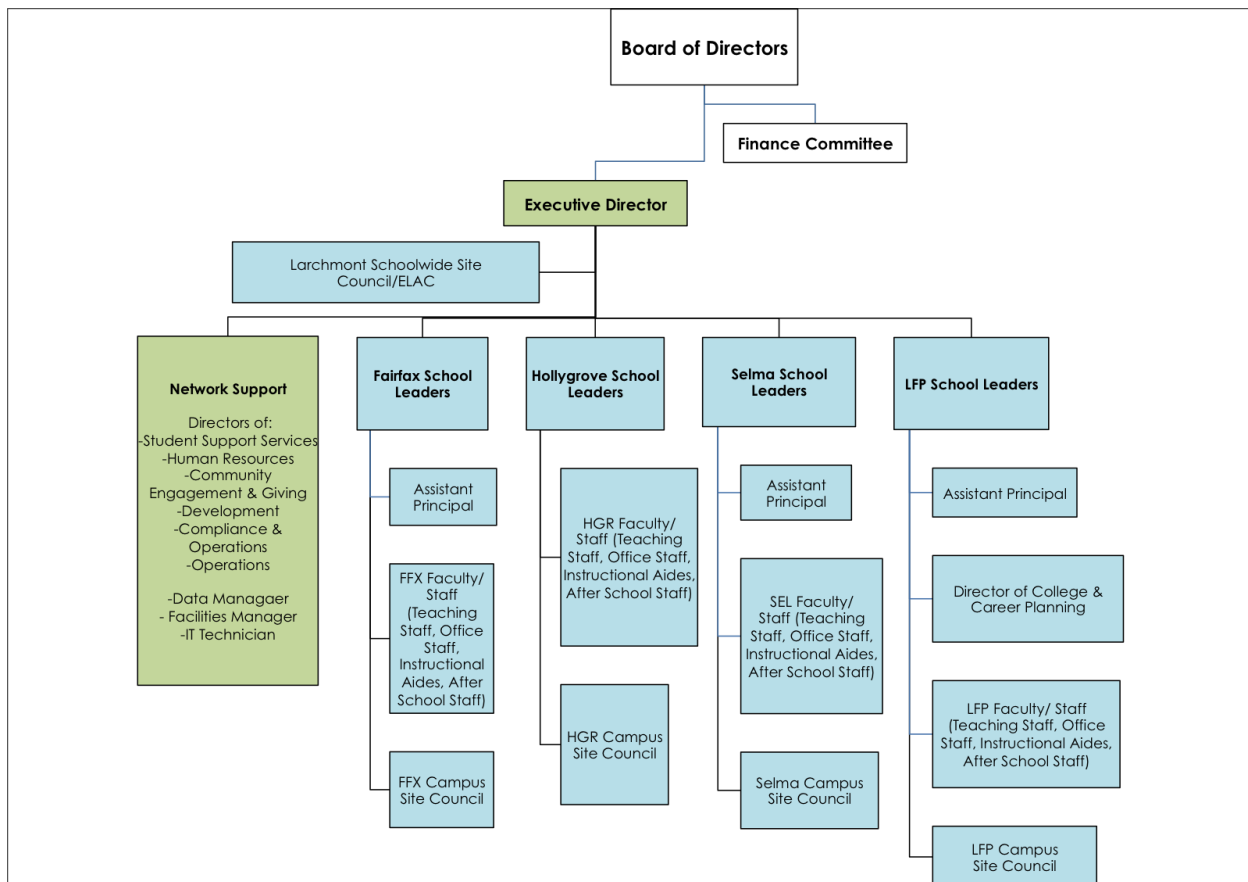
Governance Structure

1. Organizational Chart and Roles/Responsibilities

Attached, in Tab 3, please find the Larchmont Schools Corporate Bylaws, Articles of Incorporation, and Conflicts of Interest Code and Policy. Larchmont Charter School will be governed by the Larchmont Charter School Board of Directors, which maintains active and effective governance in accordance with this charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter. Larchmont Charter School is a directly funded independent charter and is operated by a 501(c)(3) nonprofit public benefit corporation, Larchmont Schools.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

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



The Larchmont Charter School 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 LCS 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 School Leaders and the Network Support team. The School Leaders are responsible for the instructional program, the hiring and supervision of faculty, the academic outcomes and the engagement of the school community. The School Leaders ensure the rigor, alignment and quality of Larchmont's educational activities.

Governing Board Composition and Member Selection

2. Board Composition

The Larchmont Charter School Board of Directors ("LCS Board of Directors") is the governing entity of the organization. The key responsibilities/activities of the LCS Board of Directors 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 committee supports the work of the LCS Board of Directors:

- Finance

The Finance committee works with the Executive Director and school leadership to provide guidance, support and planning around fiscal accountability and provide fiscal recommendations to the LCS Board of Directors, including, but not limited to, a deep-dive and review of the monthly financials, budgets and fiscal policies.

3. Criteria and Process for Selecting Board Members

Per the organization's Bylaws, the authorized number of LCS Board of Directors shall be no more than twenty-one (21) and no less than three (3) until changed by amendment of these Bylaws. The LCS Board of Directors 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 LCS Board of Directors 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 LCS Board of Directors.

Each LCS Board of Directors member shall hold office for two (2) years and until a successor member has been designated and qualified.

The chairman of the LCS Board of Directors may appoint a committee to designate qualified candidates for election to the LCS 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 LCS Board of

Directors may set and the secretary shall forward to each LCS Board of Directors member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Vacancies on the LCS Board of Directors may be filled by approval of the LCS 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.

Committees are created and appointed by the LCS Board of Directors with a majority vote as stated in the Bylaws.

Governance Procedures and Operations

4. Meeting Requirements and Procedures

Board meetings of the LCS Board of Directors will continue to be held on a monthly basis and are open to the public as required by the Brown Act. LCS Board of Directors meetings shall be held within the physical boundaries of Los Angeles County and a two-way teleconference location shall be established at each schoolsite, in compliance with Education Code Section 47604.1(c)(1)). All members of the Charter School community are encouraged to attend LCS Board of Directors meetings and to participate via public comment. Agendas, minutes and materials are posted at www.larchmontcharter.org. Regular meetings are noticed/agendas posted at all school sites (including Hollygrove, Fairfax, LFP, Selma and at the Network Office) and teleconference locations no less than 72 hours prior to the meeting, and special meetings are noticed/agendas posted at all school sites and teleconference locations no less than 24 hours prior to the meeting. Committee meetings are handled in the same manner, consistent with all applicable Brown Act requirements.

5. Decision-Making Procedures

A majority of the authorized number of directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the LCS Board of Directors.

Any director may participate via conference telephone, video screen communication, or other communications equipment, consistent with the Brown Act and LCS Bylaws. As stated above, pursuant to Education Code Section 47604.1(c)(1)(B), a two-way teleconference location shall be established at each school site.

LCS shall comply with Government Code Section 1090, *et seq.*, and the Political Reform Act, as set forth in Education Code Section 47604.1.

6. Stakeholder Involvement Plan and Process

Larchmont Charter School utilizes a two-tier process to ensure parents are engaged in the decision making process at the Charter School. First, each campus (including Hollygrove, Fairfax, LFP and Selma) has a Site Campus Council. The Site Campus 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 Schoolwide Site Council – that is made up of representatives elected from the parents serving on the Site Campus Councils along with faculty representatives elected by faculty from each campus. The Larchmont Schoolwide Site Council works with the Executive Director and

the School Leaders to address school-wide issues, to establish priorities and to review and recommend the annual budget for approval by the LCS Board of Directors.

The Larchmont Schoolwide Site Council also provides support and guidance on the following critical elements of the Charter School's operations and activities:

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

In addition, there will be regular parent meetings, including 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 charter 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). 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

<i>Position</i>	<i>Type</i>
<i>Executive Director</i>	<i>Administration</i>
<i>Director of Community Engagement & Giving</i>	<i>Administration</i>
<i>Director of Compliance & Operations</i>	<i>Administration</i>
<i>Director of Development</i>	<i>Administration</i>
<i>Director of Human Resources</i>	<i>Administration</i>
<i>Director of Operations</i>	<i>Administration</i>
<i>Director of College and Career Planning</i>	<i>Administration</i>
<i>Director of Student Support Services</i>	<i>Administration</i>
<i>Instructional Leadership Coach</i>	<i>Administration</i>

<i>Business Manager</i>	<i>Administration</i>
<i>Data Manager</i>	<i>Administration</i>
<i>Facilities Manager</i>	<i>Administration</i>
<i>Facilities Assistant</i>	<i>Administration</i>
<i>Human Resources Associate</i>	<i>Administration</i>
<i>IT Technician</i>	<i>Administration</i>
<i>Accounts Receivable Clerk</i>	<i>Administration</i>
<i>Nutrition Program Assistant</i>	<i>Administration</i>
<i>Special Education Clerk</i>	<i>Administration</i>
<i>School Leader</i>	<i>Administration</i>
<i>Assistant Principal</i>	<i>Administration</i>
<i>Teacher</i>	<i>Instructional</i>
<i>Social Emotional Learning Specialist</i>	<i>Instructional</i>
<i>Speech and Language Pathologist</i>	<i>Instructional</i>
<i>Social Work Supervisor</i>	<i>Instructional</i>
<i>School Psychologist</i>	<i>Instructional</i>
<i>Reading Specialist</i>	<i>Instructional</i>
<i>Occupational Therapist</i>	<i>Instructional</i>
<i>Guidance Counselor</i>	<i>Instructional</i>
<i>Enrichment Teacher</i>	<i>Instructional</i>
<i>Education Specialist</i>	<i>Instructional</i>
<i>Behaviorist</i>	<i>Instructional</i>
<i>Clinical Psychologist/Counselor</i>	<i>Instructional</i>
<i>Instructional Aide</i>	<i>Instructional</i>
<i>Paraprofessional</i>	<i>Instructional</i>
<i>Sports Coach</i>	<i>Instructional</i>
<i>Office Manager</i>	<i>Administration</i>
<i>Office Assistant</i>	<i>Administration</i>
<i>Office Clerk</i>	<i>Administration</i>
<i>Chef</i>	<i>Administration</i>
<i>Lunch Program Assistant</i>	<i>Administration</i>
<i>Campus Aide</i>	<i>Administration</i>
<i>After-School Assistant</i>	<i>Administration</i>
<i>After-School Site Coordinator</i>	<i>Administration</i>
<i>Custodian</i>	<i>Administration</i>
<i>Dishwasher</i>	<i>Administration</i>

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 Charter School, every person hired by Larchmont actively promotes the curricular philosophy, instructional program and the Charter School community's guiding principles. General job descriptions have been developed for the administrative staff, teachers, and other key positions. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter 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 Charter 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.)

<i>Executive Director</i>	<i>The Executive Director is responsible for the overall operation and performance of the Charter School. The Executive Director oversees the instructional program, the fiscal activities, the facilities and the day-to-day operations of the Charter School. The Executive Director is also responsible for ensuring the Charter School's implementation of its charter and the safe operation of the Charter School.</i> <i>The Executive Director hires and supervises the School Leaders as well as the support staff (Special, Education, Compliance & Operations, Facilities & Technology, Human Resources and Business Operations). The Executive Director also oversees the third-party back office provider, the annual lottery and the employment practices of the organization.</i> <i>The Executive Director is responsible for ensuring the Charter School has adequate resources, leadership, facilities and support to sustain the operation of the program and fully implement the charter.</i> <i>The Executive Director is responsible for preparing the annual budget, for providing regular financial updates to the LCS Board of Directors and the LCS Finance Committee, for negotiating leases, for securing adequate debt/lines of</i>
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	<p><i>credit to address cash flow and to lead the fundraising and community engagement activities.</i></p> <p><i>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.</i></p> <p><i>The Executive Director reports to the Larchmont Charter School Board of Directors.</i></p> <p><i>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.</i></p> <p><i>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 able 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 Charter School.</i></p>
<i>School Leader</i>	<p><i>The School Leader is responsible for the instructional program and faculty for their campus. The School Leader oversees the curriculum, instructional practice, professional development, assessment, testing, program design and implementation, grading, evaluations and budget.</i></p> <p><i>In addition, the School Leader works with faculty, students and parents to support student development. The School Leader hires all Faculty and Staff for their campus.</i></p> <p><i>The School Leader works with families to develop a positive school culture and engage the families in the life of the school. The School Leader participates in the shaping and implementation of the behavior and discipline policies, the code of conduct and the school safety plans. The School Leader leads parent education opportunities throughout the</i></p>

	<p><i>school year and supports parents as they support their children.</i></p> <p><i>The School Leader evaluates the Faculty through observations and coaching and supports faculty growth and development throughout the year. The School Leader also provides mentorship to the faculty and staff.</i></p> <p><i>The School Leader oversees the athletics program and the extracurricular programs, clubs, afterschool programs and student leadership activities.</i></p> <p><i>The School Leader works with the Director of Student Support Services 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.</i></p> <p><i>The School Leader works with the facilities team to manage the facility and ensure its safe and clean operation.</i></p> <p><i>At minimum, the School Leader has a college degree and is a dedicated instructor with significant experience as a classroom teacher. The School Leader will have experience designing curriculum, leading professional development and developing assessment and evaluation tools for students and faculty.</i></p> <p><i>The ideal School Leader will have significant leadership experience, 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.</i></p> <p><i>The School Leader reports to the Executive Director.</i></p>
<i>Assistant Principal</i>	<p><i>The Assistant Principal supports the School Leader with all aspects of Larchmont Charter School's program. The Assistant Principal helps to ensure excellence in instruction, school culture and operations. The Assistant Principal helps</i></p>

	<p><i>hire, develop, support and evaluate high quality faculty and staff to provide an exceptional public education to a diverse community of learners. The Assistant Principal is committed to LCS' constructivist educational philosophy and leads the faculty in implementing an inquiry based, experiential, project based learning, college preparatory curriculum. The Assistant Principal ensures an inspiring and welcoming school climate to motivate our diverse students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live. Resourcefulness, flexibility, and a commitment to collaboration and the educational philosophy of our school and demonstrated passion about our mission and model are essential traits. The Assistant Principal helps oversee the program faculty and staff on the campus to which s/he is assigned and partners with other School Leaders in aligning with K-12th grade program and collaborates with the Network Support team to implement efficient systems in the areas of fundraising, safety, technology, outreach, business operations and HR.</i></p> <p><i>Minimum Qualifications:</i></p> <ul style="list-style-type: none"> <i>(*) Bachelor's Degree (Master's preferred)</i> <i>(*) Valid CA Teaching Credential or equivalent (preferred)</i> <i>(*) Valid CA Administrative Credential (preferred)</i> <i>(*) Teaching experience and a track record of advancing student achievement</i> <i>(*) 2+ successful years of school leadership experience (Teacher Leader/Coordinator or above - preferred)</i>
<i>Director of Operations</i>	<p><i>The Director of Operations is part of the school support team and is responsible for ensuring that the school complies with all laws and statutes and that the school operates in accordance with its charter. The Director of Operations supports the day-to-day operation of the school campuses, including effective implementation of the school's safety policies and procedures, risk management, fiscal operations,</i></p>

	<p><i>facilities operations, community engagement and lunch and after school programs.</i></p> <p><i>The Director of Operations works with the Executive Director, the School Leaders, 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.</i></p> <p><i>The Director of Operations works with the school support team to ensure that all school activities, both on-campus and off-campus, are safe and properly vetted prior to commencement.</i></p> <p><i>At minimum, the Director of Operations has a college degree and a minimum of 3-5 years of experience working in education or a related field and has a proven track record overseeing multiple activities at the same time. In addition, the Director of Operations 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 compliant manner.</i></p> <p><i>The ideal candidate would have significant experience with school operations, budget management, and school safety planning.</i></p> <p><i>The Director of Operations reports to the Executive Director and is a key member of the school support team and the school administration.</i></p>
<i>Director of Compliance and Operations</i>	<p><i>The Director of Compliance and Operations is part of the Charter School support team and is responsible for ensuring that the Charter 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</i></p>

student records, that it complies with all laws and statutes and that the Charter School operates in accordance with its charter.

The Director of Compliance and Operations works with the Executive Director, the School Leaders, 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.

The Director of Compliance and Operations oversees, in conjunction with the Executive Director, the Charter 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 student records procedures and the family and student handbooks and related policies and procedures.

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.

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 related field and has a proven track record overseeing multiple activities at the same time. In addition, the Director of Compliance and Operations 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 compliant manner.

	<p><i>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.</i></p> <p><i>The Director of Compliance and Operations reports to the Executive Director and is a key member of the Charter School support team and the Charter School administration.</i></p>
<i>Director of Student Support Services</i>	<p><i>The Director of Student Support Services is responsible for the Charter School's Special Education program and ensuring that the program supports all students. The Director of Student Support Services 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 Charter School's program.</i></p> <p><i>The Director of Student Support Services oversees the creation, implementation, maintenance and closing of all IEPs and leads the assessment and evaluation process for the Charter School. The Director of Student Support Services also oversees the creation and implementation of all 504 plans.</i></p> <p><i>The Director of Student Support Services works with the School Leaders 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.</i></p> <p><i>The Director of Student Support Services is responsible for negotiating all service contracts for vendors, hiring of special education staff and ensuring that all service levels are consistently met.</i></p> <p><i>At minimum, the Director of Student Support Services will have either a multiple subject or single subject credential and</i></p>

	<p><i>will be experienced with the IEP process, the needs of special needs students, the requirements under FAPE and the legal obligations of the Charter School. In addition, the Director of Student Support Services will have experience designing curriculum, supporting and training faculty, leading professional development and working with families and service providers.</i></p> <p><i>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.</i></p> <p><i>The Director of Student Support Services reports to the Executive Director and is a key member of the Charter School leadership team.</i></p>
<i>Director of Human Resources</i>	<p><i>The Director of Human Resources is part of the school support team and is responsible for ensuring that the Charter School complies with all laws and statutes and that the Charter School operates in accordance with its charter. The Director of Human Resources contributes to the accomplishment of Human Resources practices and objectives that will provide an employee-oriented, high performance culture that emphasizes empowerment, quality, productivity, goal attainment, and the recruitment and ongoing development of all faculty and staff across the organization.</i></p> <p><i>The Director of Human Resources leads and manages all aspects of the employment life cycle including recruitment, selection, on boarding, performance management, labor law compliance, and exits. The Director of Human Resources oversees benefits administration and employee relations including the annual review of the Charter School's health and welfare benefits package and Employee Handbook, administering leaves of absences, and providing day-to-day</i></p>

	<p><i>support for employees with inquiries regarding benefits, pay, and employment questions.</i></p> <p><i>The Director of Human Resources works with the Executive Director, the School Leaders, the Office Managers and the other school support team members (Facilities, Compliance, Operations, Data, Business Operations) to ensure that the Charter School is fully compliant at all times.</i></p> <p><i>At minimum the Director of Human Resources will have 3-5 years of experience in human resources, a record of accomplishment in building strong relationships and an ability to inspire others with the mission of Larchmont Charter School. In addition, the Director of Human Resources 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 Charter School operates in safe and compliant manner.</i></p> <p><i>The Director of Human Resources reports to the Executive Director and is a key member of the Charter School support team and the school administration.</i></p>
<i>Director of Development</i>	<p><i>The Director of Development embraces Larchmont Charter School's mission and introduces new ideas, programs and initiatives to achieve further excellence, growth and impact in fundraising, communications and leadership support. The Director of Development cultivates a culture of giving and gratitude through community events, conversation and relationship building, with a focus on children and families. The Director of Development, in partnership with the Executive Director and the LCS Board of Directors, creates and implements a comprehensive fundraising and community development plan that uses mission-driven strategies for raising funds through individuals, foundations, corporations and special events. The Director of</i></p>

	<p><i>Development will ensure the fundraising plan includes strategies for major gifts, foundation and corporate support, alumni support, grant research and writing and growth of existing successful programs including annual giving, community events and fundraising galas.</i></p> <p><i>At minimum the Director of Development will have at least 3-5 years of experience in fundraising and development, broad knowledge of the principles and practices of major gift fundraising, demonstrated success at securing grants and corporate sponsorships, and a strong record of building strong relationships and donor cultivation.</i></p> <p><i>The Director of Development reports to the Executive Director.</i></p>
<i>Director of Community Engagement & Giving</i>	<p><i>The Director of Community Engagement & Giving partners with the Executive Director and the LCS Board of Directors to create and implement a comprehensive development plan that supports the school's mission, community engagement, and fundraising goals. The Director of Community Engagement & Giving cultivates a culture of giving and gratitude through community events, conversation and relationship building, with a focus on children and families. The Director of Community Engagement & Giving works collaboratively with all stakeholders to plan and execute successful fundraising programs and special events, including annual giving, community fundraising events, the annual Gala event, and other family engagement initiatives. The Director of Community Engagement & Giving works collaboratively on donor communications and marketing efforts, including annual reports, newsletters, digital assets and other campaign tools, ensuring that all external materials align with and enhance Larchmont's mission and values.</i></p> <p><i>At minimum, the Director of Community Engagement & Giving will have 3-5 years of experience in fundraising and</i></p>

	<p><i>development, successful record of coordination and execution of fundraising initiatives, programs, and events. In addition, the Director of Community Engagement & Giving will understand strategic marketing and have a record of accomplishment in building strong relationships and an ability to inspire others with the mission of Larchmont Charter School.</i></p> <p><i>The Director of Community Engagement & Giving reports to the Executive Director.</i></p>
<i>Facilities Manager</i>	<p><i>The Facilities Manager is responsible for the operation, maintenance and safety of all Charter School facilities.</i></p> <p><i>The Facilities Manager oversees the facilities team and contractors, including janitorial services, security, landscaping, telecommunications, equipment services and operations. The Facilities Manager oversees all construction and maintenance projects on school property, bids and awards projects in accordance with the Charter School's fiscal policies and maintains the physical inventory of the Charter School.</i></p> <p><i>The Facilities Manager works with the School Leaders, the Director of Compliance and Operations, 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 Charter School operates its facilities at the highest standards possible.</i></p> <p><i>At minimum, The Facilities Manager has experience managing a small to mid-size facility. In addition, the ideal The Facilities Manager candidate will have a strong background in facilities operations and upkeep and will have experience with construction and renovation.</i></p>

<p><i>Information Technology Technician</i></p>	<p><i>The Information Technology Technician is responsible for the Charter School's technology plan, technology infrastructure and network/data security.</i></p> <p><i>The Information Technology Technician supports the instructional and administrative teams with the use of technology for instruction and school operations. The Information Technology Technician handles the selection and implementation of all technology platforms, ensures proper licensing of all software, develops and implements the Charter School's technology plan and maintains the Charter School's technology inventory.</i></p> <p><i>At minimum, the Information Technology Technician has experience developing, implementing and administering networks and related technology.</i></p> <p><i>The ideal Information Technology Technician 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 management skills, interpersonal skills and leadership skills.</i></p>
<p><i>Director of College and Career Planning</i></p>	<p><i>The Director of College and Career Planning works with the 8-12 leadership team to support all 8-12 students as they plan and prepare for life after graduation from Larchmont Charter School.</i></p> <p><i>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.</i></p> <p><i>Director of College and Career Planning is responsible for ensuring that all courses are submitted and approved for A-G</i></p>

	<p><i>credit and that all students are programmed to meet A-G requirements.</i></p> <p><i>The Director of College and Career Planning works with the leadership team to support the scheduling of students and programming of faculty.</i></p> <p><i>The Director of College and Career Planning works with students and their families to plan and prepare for college and career opportunities after graduation.</i></p> <p><i>The Director of College and Career Planning is a key member of the 8-12 leadership team and reports to the Director of Student Support Services.</i></p> <p><i>At minimum, the Director of College and Career Planning will have experience working with students as they move through grades 8-12 as either a counselor or career planning coordinator.</i></p> <p><i>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.</i></p>
<i>Teaching Staff</i>	<p><i>Teacher Qualifications</i></p> <ul style="list-style-type: none"> ● <i>Bachelor's Degree plus successful completion of the CBEST and CSET examinations.</i> ● <i>Strong knowledge of subject matter including CA State Standards.</i> ● ● <i>Valid California Teaching Credential or Permit that corresponds to assigned grade level/subject</i> ● <i>Belief in and commitment to the mission of Larchmont Charter School.</i>

	<p><i>Teachers at LCS shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As CDE and CTE provide interpretations for the requirements for non-core subjects, those interpretations will be followed. Should a qualified candidate not hold a California teaching credential, in order to be hired, he/she must be qualified to apply for either a Short Term Staff Permit (“STSP”) or a Provisional Internship Permit (“PIP”). If hired, the candidate must enroll in a credentialing program before the expiration of the permit and apply for an intern credential. At all times, teachers must meet all qualifications to be in compliance with the ESSA.</i></p> <p><i>Consistent with Education Code Section 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.</i></p>
<i>Instructional Aides</i>	<p><i>Responsibilities of the teacher’s assistant are, but not limited to, the following:</i></p> <ul style="list-style-type: none"> <i>● Assist classroom teacher in instruction and classroom management.</i> <i>● Assist classroom teacher in maintaining student work and records</i> <i>● Supervision of students, especially during unstructured time, i.e., recess, lunch, etc.</i> <i>● Assist students in conflict resolution situations</i> <p><i>Qualifications:</i></p> <ul style="list-style-type: none"> <i>● College degree preferred, but at least 2 years of college education required.</i> <i>● Has experience with working with children</i> <i>● Has excellent communication skills</i> <i>● Exemplifies confidence in dealing with children</i>

Element 6: Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. 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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, 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 student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

1. Custodian of Record

In accordance with California Department of Justice requirements, the Director of Human Resources and the Director of Operations serve as the Larchmont Charter School Custodian of Records.

2. Health and Wellness Promotion

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.

3. School Safety Plan

The Charter School will develop and adopt a comprehensive School Safety Plan with input from classified employees of the Charter School, a fire department and other first responder entities, to be reviewed and updated by March 1 of every year. The School Safety Plan shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
-
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

- A safe and orderly environment conducive to learning
- Procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

4. Health and Safety Policies

In order to provide safety for all students and staff, the Charter School has adopted full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The following includes a summary of the health and safety policies of the Charter School:

- **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

- **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

- **Prevention of Human Trafficking**

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

- **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

- **Nutritionally Adequate Free or Reduced Price Meal**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

- **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

- **Bullying Prevention**

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed

by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

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 throughout the term of the Charter 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. The District may receive 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.

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 Charter School’s community.

To ensure we recruit a diverse population, we begin by identifying the potential preschool programs, including local Head Start programs (for TK/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.

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.

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 informational sessions/tours 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 level(s).
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 parent associations are leading outreach to local churches and community organizations and our Spanish and Korean-speaking parents, teachers and Instructional Aides 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 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 been 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.

Larchmont Charter School maintains an accurate accounting of the ethnic and racial balance of students enrolled in the Charter 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).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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 Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

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, Section 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. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

The Charter School's application process is comprised of the following:

1. Parent Informational Sessions/Tours (attendance at a Charter School informational session or tour 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
6. Release of records¹²

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 Charter School exceeds the Charter School's capacity, admission, except for the existing students of LCS, shall be determined by random public drawing ("lottery") in

¹² The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

accordance with Education Code §47605(d)(2)(B). 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 Charter 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 Larchmont Charter 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 Price Meal-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 who live within the jurisdictional boundaries of the Los Angeles Unified School District
- Students of Founding Parents in accordance with LAUSD approved Founding Parent Policy (adopted February 7, 2012)

- Siblings of students admitted to or already attending the Charter School
- Children of Larchmont Charter School employees and LCS Board of Directors members (this preference will be capped at 10% of current openings at any grade level)
- 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 Education 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 Charter 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 third Wednesday in February 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 or Designee and/or one or more Larchmont Charter School Board of Directors 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 student admitted to or attending the Charter School (LAUSD resident)
 - Group C: Sibling of student admitted to or attending the Charter School (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.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

4. The Larchmont Charter School Board of Directors, 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 LCS Board of Directors 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 LCS Board of Directors will determine the final weighting based on the final lottery pool at a LCS Board of Directors 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 expenses 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's 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 Charter School are asked to list their preferred elementary campus. It is noted on the lottery form that campus preference is not a guarantee as it is based on availability since we are one school. 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 five (5) business days 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 LCS office staff to send such written notice to remove their child from the waiting list to:

Larchmont Charter School
Attn: Lottery
444 N. Larchmont Blvd, #207
Los Angeles, CA 90004
or Via Email to admissions@larchmontcharter.org

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 Charter School's Office Manager by phone or email 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 LCS Office Manager will maintain records of when letters are mailed and date that emails are sent. The LCS 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, Charter School staff (Office Managers and/or Director of Compliance & Operations) will document the information and send a confirming email (requesting confirmation of the parent/guardian'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 two (2) weeks to complete the enrollment packet for the Charter School. In the event that the enrollment information is not submitted to the Charter School by the requested date, Charter 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 School Leaders 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 Charter 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).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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 Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter 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 Charter School's financial statements, attendance and enrollment accounting practices, and internal controls. Larchmont Charter School’s Board of Directors will select 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

The State-approved Charter School Auditor will report directly to the Larchmont Charter School Board of Directors. Pursuant to Education Code Section 47604.33, 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. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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 LCS Board of Directors will review any audit exceptions or deficiencies and report recommendations on resolution to the LCS Board of Directors. The LCS Board of Directors will report to the District 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 LCS Board of Directors' review of the audit and the submission of the Audit to all relevant agencies are met. The Executive Director will work with The State-approved Charter School Auditor to advise and update the LCS Board of Directors.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

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 establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 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 Section 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 Section 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 Section 504 Plan?

Notwithstanding and apart from 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 Education 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.

School Climate and Student Discipline System

Larchmont Charter School strives to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. 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 dedication to improving the world we inhabit.

Larchmont plans for, evaluates, and monitors the behavioral, social emotional and academic needs of every student by providing universal screenings for all students at the beginning of their time at Larchmont and throughout the tenure of their academic careers. Larchmont Charter School uses a Multi-tiered System of Support. By providing increasing levels of targeted support for those who are struggling in any capacity; extension opportunities for more advanced learners; and strong first instruction for all learners, we can ensure that we are meeting the needs of ALL students at Larchmont Charter School.

Larchmont uses progressive discipline to address behavioral needs and social-emotional needs:

- Whole Child Check-in - utilize quantitative, qualitative data to ensure that all students are known, seen, and heard. Teachers document and discuss data with school site leaders and grade level teams 2x/year
- Pack Time/Morning check-in – Incorporated in weekly/daily
- Inquiry-based/experiential character building education (Cool Tools/Safe Schools, conflict resolution, digital citizenship, etc.)
- ESLRs/SLOs
- Mindfulness and self-regulation practices
- Student-Parent-Teacher Conferences - 2x/year; Student-led
- Assemblies/Morning Sing - Celebrates diversity/other cultures

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 School Leader or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit

All LCS faculty and 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent or guardian, or the student's educational rights holder of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

In-School Suspension

Larchmont Charter School offers in-school suspension as a means of reducing time missed from learning for behavioral issues. Based on the offense committed, the Executive Director shall take into consideration the safety and health of all students and staff at the Charter School before determining whether or not in-school suspension is in the best interest of both the student who committed the offense, along with the other Larchmont students and staff. If the Executive Director determines that in-school suspension is a viable option, the Executive Director or certificated designee will notify the student and his/her parents in writing

of the in-school suspension, which will include a description of the offense committed and the length of the in-school suspension. 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.

During in-school suspension, students shall be supervised by a designated instructional staff member. During the course of the in-school suspension, students shall receive assignments through their regular classroom teachers, to be supervised by a designated instructional staff member. Students who receive supports will continue to receive supports during the course of the in-school suspension.

Grounds for Suspension and Expulsion

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

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, 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, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - 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, which includes, but is not limited to, electronic files and databases.
- 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. 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, , which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) 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.
- r) 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.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) 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 or 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, video, 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. An act of cyber sexual bullying.

1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iv. 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.
- u) 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)(a)-(b).
- v) 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.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

Expulsion: Enumerated Offenses

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, 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, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- 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, which includes, but is not limited to, electronic files and databases.
- 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. 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, , which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) 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.
- r) 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.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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 or 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, video, 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. An act of cyber sexual bullying.
 - 1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - 2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - vii. 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.
- u) 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).

- v) 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 any of the following acts when it is determined pursuant to the procedures below that 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

A. Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the School Leader or his/her certificated designee, with the student and his/her parent/guardian, and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Leader or his/her certificated designee.

The conference may be omitted if the School Leader or designated certificated 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) 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.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough.

B. Notice to Parents/Guardians

At the time of suspension, a Charter 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. 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.

C. 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 a total of twenty (20) days for the year for general education students and ten (10) days for special education students. 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 certificated designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or certificated 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 School Leader or designated certificated staff for any questions and for evaluation of work.

D. Right to Appeal Suspension

Appeals of suspensions 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 Leader 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.

If a parent or guardian disagrees with the suspension, or the Executive Director's decision, the parent or guardian may include a written statement of his or her objections to the suspension. Any such statement shall be submitted to the School Leader 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.

E. Access to Education

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

Expulsion Procedures

A. Authority to Expel

As required by Education Code Section 47605(b)(5)(j)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial 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 an LCS Board of Directors member. One of the Administrative Panel members shall act as the neutral hearing chairperson who will preside over the hearing. The Charter School's Board of Directors will identify qualified individuals who may serve on an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents/guardians may appeal an expulsion decision by the Administrative Panel to the LCS Board of Directors, which will make the final determination.

B. Expulsion Procedures

Charter School shall provide a hearing before an Administrative Panel for any student recommended for expulsion 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 Charter 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 in open session three (3) days prior to the date of the scheduled 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;
- Information about obtaining reasonable accommodations and/or language support
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter 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 Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/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.

C. 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.

D. 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 admitted during the hearing 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 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.

E. 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 to the student or parent/guardian, within five (5) school days of the decision to expel. This notice shall also include the following: (a) the Administrative Panel's adopted findings of fact; (b) the specific offense(s) committed by the student; (c) 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; (d) the process to appeal the expulsion as outlined below, including information about reasonable accommodations and language support; (e) educational alternatives for students, as described below; (f) a rehabilitation plan; and (g) procedures for readmission and reinstatement..

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

F. 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.

G. Expulsion Appeal Rights & Timeline

Parents may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the LCS Board of Directors within 5 school days of the expulsion decision. The student will be considered suspended until a LCS Board of Directors meeting is convened within ten (10) school days of the receipt of the written appeal request. The LCS Board of Directors will convene in closed session to consider the appeal, at which time the parent(s) must attend to present their appeal.

The appeal meeting is not a new hearing; it is an opportunity for the parent and student to challenge the expulsion decision. During the appeal meeting, the LCS Board of Directors will review information from the original expulsion hearing. No new evidence shall be considered unless there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel. The parent or student may but are not required to make a statement to the LCS Board of Directors explaining why they are appealing from the decision. A school representative may but is not required to make a statement about the recommendation for expulsion. The LCS Board of Directors shall deliberate privately, without the parent/guardian or school representative present. The LCS Board of Directors will report in open session any action during the closed session, including whether the LCS Board of Directors granted or denied the appeal. Within five (5) school days of the appeal meeting, the LCS Board of Directors shall issue a written decision denying or granting the appeal. The LCS Board of Directors decision regarding the expulsion will be final.

H. 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 Administrative Panel Chairperson presiding over the hearing from removing a support person whom the Chairperson 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 Administrative Panel Chairperson 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 Chairperson 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.

I. Readmission Criteria & Procedures for Rehabilitation, Readmission, and Interim Placement

The general requirements for rehabilitation plans, readmission and reinstatement are explained at the beginning of Element 10.

LCS' procedure for the filing and processing of requests for readmission or reinstatement, and the process for the required review of all expelled pupils for readmission or reinstatement is explained below.

- Families are asked to submit a written document requesting readmission or reinstatement within thirty (30) calendar days of the last day of the expulsion..
 - Readmission means the student wants to reenroll at LCS.
 - Reinstatement means the student does not want to reenroll at CLS but is requesting LCS to confirm in writing that he or she satisfied the terms of the rehabilitation plan so he or she can be reinstated.

Reinstatement

- For families seeking only reinstatement who do not wish to reenroll their child at LCS, the family must submit along with the request for reinstatement, documentation of compliance with the student's rehabilitation plan. So long as the student seeking reinstatement has satisfied the terms of the rehabilitation plan, LCS will issue a written notice stating as much and that the student can be reinstated. The notice will be issued within ten (10) school days of receipt of the request for reinstatement and documentation of compliance with the rehabilitation plan.

Readmission

- For families who want to reenroll their child at LCS (readmission), in addition to the written request, the student needs to re-enter the lottery process via online waitlist application, consistent with all applicable LCS admission policies and procedures.
- Should the student be awarded a conditional seat, including any necessary documents documentation of good standing at the school the student attended during the expulsion.
- 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 and/or the pupil continues to pose a danger to campus safety.
- Response to the written request for readmission will be provided to the family within ten (10) school days from the date the review committee convened.

A description of these procedures for readmission will be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

J. Educational Alternatives for Pupils who are Expelled

If there is a decision to expel, Larchmont Charter School will assist the parent/guardian 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.

K. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools [sic] will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated Staff Members

The Executive Director, School Leaders, and all eligible and 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. The Charter School acknowledges that it must continue such participation for the duration of the Charter School’s existence under the same CDS code.

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.

The Executive Director of LCS will be responsible for ensuring that appropriate arrangements for the above coverage have been made and will be sustained.

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 of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Larchmont will inform parents and students on the enrollment form that the Charter School is a school of choice and inform families of their public school attendance alternatives.

Element 13: Rights of District Employees

“The rights of an 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).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, 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 fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

Element 15: Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. 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 Education 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 provisions 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 Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School 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 (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; 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 *Education 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

Prior to or at the time of 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 designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise 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). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
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 Charter 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 Charter 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 these notifications 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 Charter 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, with any attachments, 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 closure of Charter School
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 and other records, including but not limited to 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 closure of Charter School
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 the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District 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 copies of student records to receiving schools shall be in accordance with applicable law and 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 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, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. 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.
9. 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 California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities 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 Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the 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. 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any

other applicable laws and regulations, of any net assets remaining after all liabilities of 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 as or 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 Charter 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 Charter 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. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 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 15. The District therefore reserves the right to seek equitable relief to enforce

any right arising under this Element 15 or any provision of this Element 15 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.

Closure Agent

In the event that the Charter School closes, the Executive Director will serve as the Charter School's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission 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. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. 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 acknowledges and 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. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. 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 that 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. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves 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 Education Code section 47612 and 5 CCR section 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 non-District-owned school site and/or facility, Charter School shall ensure that the site and/or 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 facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. 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 shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education 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] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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 transportation service. If Charter School provides student transportation 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. *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 calendar 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 Charter 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.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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 Education 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.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related 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).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as “[short form of school name]” 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); Ed. Code § 220.)
- Except as provided in Education 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 Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending 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 Charter School without graduating or completing the school year for any reason, 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 Education 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 Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of

the 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.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides 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 may 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

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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).)

“The annual goals for the charter school 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 charter 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 (2013) (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)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education 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 Education 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 Education 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 local control and accountability plan and annual update to the local control and accountability plan.” (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 Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter 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 evaluation of the effectiveness of its EL program. 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 provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter 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 School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter 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 for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section 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 charter 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, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS 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
- All Students enrolled as of December 1 of each school year

District ID, SSIS 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
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently 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 directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter 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 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 Charter School’s website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹³

¹³ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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 Education Code section 47604.33.

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

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

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 of 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 but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, 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, complete, and accurate contact information for Charter School, Charter 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 the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental 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. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal 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 ESEA and other applicable federal programs. 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 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). 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 charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. 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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to

provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, 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 student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

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 throughout the term of the Charter 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. The District may receive 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.

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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 Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

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, Section 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).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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 Charter School's Calendar
- h. Statistical Report – monthly according to Charter 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 establish and implement policies and procedures to ensure full 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 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 Section 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 Section 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 Section 504 Plan?

Notwithstanding and apart from 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 Education 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).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

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 of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an 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).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, 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 Name]
[Charter School Address]

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within

thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise 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]
[Charter School Address]

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which

the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. 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 Education 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 provisions 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 Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School 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 (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; 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 *Education 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

Prior to or at the time of 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 designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise 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). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
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 Charter 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 Charter 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 these notifications 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 Charter 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, with any attachments, 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 closure of Charter School
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 and other records, including but not limited to 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 closure of Charter School
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 the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District 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 copies of student records to receiving schools shall be in accordance with applicable law and 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 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, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. 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.
9. 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 California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities 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 Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the 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. 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 Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of 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 as or 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 Charter 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 Charter 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. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 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 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission 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. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. 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 acknowledges and 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. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. 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 that 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. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves 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 Education Code section 47612 and 5 CCR section 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 non-District-owned school site and/or facility, Charter School shall ensure that the site and/or 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 facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. 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 shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education 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] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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 transportation service. If Charter School provides student transportation 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. *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 calendar 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 Charter 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.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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 Education 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.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related 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).)