

Substantive Changes to Material revision of charter submitted to LAUSD in April 2011

In response to feedback from LAUSD's ICSD

1. Updated (in both charter and budget) student enrollment targets to reflect our latest thinking

Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
K	66	66	66	66	66
1	66	66	66	66	66
2	66	66	66	66	66
3	66	66	66	66	66
4	66	66	66	66	66
5	69	69	69	69	69
6	90	90	90	90	90
7	60	90	90	90	90
8	56	60	90	90	90
9		125	125	125	125
10			125	125	125
11				125	125
12					125
TOTAL	604	764	919	1044	1169

2. Updated clarity on our high school class schedule

Monday, Wednesday, Friday

8:15- 10:15 Block 1 – Mathematics

10:20-12:20 Block 2 – English

12:20-12:50 Lunch/Recess

12:55-2:10 Elective 1 – Foreign Language

2:15-3:30 Elective 2 – Visual/Performing Arts or PE or Service Learning

390 minutes

Total for the year = 390 minutes x 109 days = 42,510

Tuesday

8:15-10:15 Block 3 – Science

10:20-12:20 Block 4 – History

12:20-12:50 Lunch/Recess

12:55-2:10 Elective 1 – Foreign Language

2:15-3:30 Elective 2 – Visual/Performing Arts or PE or Service Learning

390 minutes

Total for the year = 390 minutes x 35 days = 13,650

Thursday

8:15-10:15 Block 3 – Science

10:20-12:20 Block 4 – History

12:20-12:45 Lunch/Recess

12:50-2:00 – Advisory

Early Dismissal (Staff Professional Development & 11th/12th Grade Internship Hours)**310 minutes****Total for the year = 310 minutes x 31 days = 9,610****Total for the Year: 175 days and 65,770 minutes**

3. Updated explanation on how our coursework aligns with the A-G Curriculum

A-G Required Courses	Larchmont Class Offerings
<u>History/Social Science:</u> Two years, including one year of world history, cultures, and historical geography and one year of a US history or one-half year of US history and one-half year of civics or American Government.	<ul style="list-style-type: none"> ✓ US History & Geography ✓ World History, Cultures & Geography ✓ Civics & American Government
<u>English:</u> Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.	<ul style="list-style-type: none"> ✓ Freshman English & Writing ✓ English Literature ✓ American Literature & Contemporary Composition ✓ AP English Literature
<u>Mathematics:</u> Three years of college preparatory mathematics that include topics covered in elementary and advanced algebra and two- and three-dimensional geometry.	<ul style="list-style-type: none"> ✓ Geometry ✓ Algebra II ✓ Pre-Calculus ✓ Calculus/AP Calculus
<u>Laboratory Science:</u> Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.	<ul style="list-style-type: none"> ✓ Biology (Lab Science) ✓ Chemistry (Lab Science) ✓ Physics (Lab Science)
<u>Language Other Than English:</u> Two years of the same language other than English.	<ul style="list-style-type: none"> ✓ Spanish I-III & AP Spanish ✓ Mandarin I-III
<u>Visual & Performing Arts:</u> One year, including dance, drama/theater, music, or visual art.	<ul style="list-style-type: none"> ✓ Dance ✓ Drama/Theater ✓ Visual Art
<u>College Preparatory Elective:</u> One year (two semesters), chosen from	<ul style="list-style-type: none"> ✓ General PE ✓ Basketball

<p>additional “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “g” electives.</p>	<ul style="list-style-type: none"> ✓ Soccer ✓ Student Government
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4. Updated explanation of how we will implement our college prep focus

<p>9th & 10th Grade</p>	<ul style="list-style-type: none"> • Parent/Guardian & student orientation meetings to provide information on the college admissions and preparation process (including financial preparation). • Review of each student’s class schedule to ensure that they are prepared to successfully complete the appropriate college-preparatory courses. • Advisory discussion regarding college-going values and commitment to learning. • Provision of PSAT (Preliminary Scholastic Assessment Test) information including test dates, registration, and fees. • Collaborate with students to plan and provide recommendations for summer enrichment opportunities to bolster their college applications.
<p>11th Grade</p>	<ul style="list-style-type: none"> • Parent/Guardian & student meetings to provide an overview and timeline for college admissions, application process and requirements. • Provide optional financial planning workshop for interested families. • Review of each student’s class schedule to ensure that they continue to be on track to successfully complete the appropriate college-preparatory courses. • Advisory class will provide opportunities for SAT preparation, peer review of practice college essays and discussion regarding how best to select the college or university that will support your long-term goals. • Assist students with registering for college entrance examinations (SAT Reasoning or ACT and SAT Subject Tests.) • Arrange for students to attend college fairs and presentations by college and university representatives. • Provide individualized support, as needed, with the college application and essay-writing process. • Assist students with development of resume and portfolio of accomplishments and extra-curricular activities including service-learning and summer enrichment opportunities.
<p>12th Grade</p>	<ul style="list-style-type: none"> • Parent/Guardian meetings to inform parents on the college application process and college selection. • Provide optional financial planning workshop for interested families

	<p>including information about the FASFA, college scholarship and loan information.</p> <ul style="list-style-type: none"> • Review of each student’s class schedule to ensure that they continue to be on track to successfully complete the appropriate college-preparatory courses. • Advisory will provide students with the opportunity to discuss the transition to college and how best to prepare academically, socially/emotionally and financially for success in college and long-term. • Process admissions application for every senior, including personalized letters of recommendation.
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5. Updated explanation of our technology education goals for high school students

Creativity and Innovation	Communication and Collaboration	Research and Information Fluency	Critical Thinking, Problem Solving, and Decision Making	Digital Citizenship	Technology Operations And Concepts
Access technological resources to represent learning in creative and	communicate information and ideas effectively to multiple audiences using a variety of media	Use the internet to conduct online research with an understanding of how to	Use technology to gather information, discern its relevance and reliability and	Maintain safe, legal, and responsible practices and use of information and	Use Microsoft Word, basic functions in Excel and create power-point

6. Updated explanation for how we will meet the needs of students who come to us below grade level

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

- Tier 1: For students whose transcripts indicate that a particular content area is challenging for them (e.g. a student who received a C in prior years' English courses) or should ongoing assessments yield results showing a student is not mastering content on pace with the class, the teacher will design, implement and track in-class interventions to support the students' learning. These in-class interventions may include, but are not limited to, small-group instruction, pre-teaching, offering supplementary materials or instructional resources to students or providing study-skills or specialized support with skills such as test-preparation or writing research.
- Tier 2: It is the expectation in the Larchmont community students will not fall behind to the point of not passing their classes. Teachers believe that it is their responsibility and the school's program is designed to ensure that challenges are identified and addressed in time to ensure students are on track to pass their classes. Should students experience substantial difficulty in completing courses that are not alleviated by tier 1 interventions, students may be provided with small-group or individualized intervention during lunch, their elective block or before/after school. These interventions will be carefully monitored with weekly assessments and the intent that student needs will be addressed in six-week cycles. In these intervention cycles students will be taught to self-monitor their progress and identify when to ask for help to better empower them to get their needs met during the regular instructional day.
- Tier 3: For students who have not successfully completed foundational courses necessary for enrollment in the course offerings for students at their grade level (e.g. students who did not complete Algebra 1 prior to 9th grade) Larchmont will provide classes to address the gaps. These classes may be provided during a specially-designed summer bridge program for students enrolling in the school at the high school level, they may be offered during the elective period of the day or, if there is sufficient need across the grade-level a dual track of classes will be created to provide students with the appropriate courses with the intent that by the end of high school students will have all completed the necessary A-G required classes no matter their starting point. Should our campuses be close to one another and transportation is feasible, students in small numbers may be integrated into Algebra 1 classes offered at our middle school on an as needed basis.