



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## Castlebay Lane Charter Elementary School

A DISTRICT AFFILIATED CHARTER SCHOOL  
19010 Castlebay Lane

Porter Ranch, CA 91326

## Renewal Petition

Submitted  
March 15, 2017

**TERM OF PROPOSED CHARTER**

**JULY 1, 2017 TO JUNE 30, 2022**

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## **ASSURANCES, AFFIRMATIONS, AND DECLARATIONS**

Castlebay Lane Charter Elementary School (also referred to herein as “Castlebay Lane Charter”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in 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 students 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 the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School 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.

NOTE: This Charter contains specific "District Required Language" (DRL), including the Assurances, Affirmations, and Declarations 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).)*

## GENERAL INFORMATION

• The contact person for Charter School is:	Victoria Littlejohn
• The address of Charter School is:	19010 Castlebay Lane Porter Ranch, CA 91326
• The phone number for Charter School is:	(818) 360-1908
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Local District:	Northwest
• The grade configuration of Charter School is:	K-5
• The number of students in the first year of this Charter will be:	750
• The grade levels of the students in the first year will be:	K-5
• Charter School's scheduled first day of instruction • in 2017-2018 is:	8-15-2017
• The current operational capacity of Charter School is:	804
• NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	

• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	8:21 am - 2:44 pm
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

### **COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL**

Castlebay Lane Charter Elementary School is located in the neighborhood of Porter Ranch, in the greater San Fernando Valley. Castlebay Lane currently serves over 700 students

Castlebay Lane Charter Elementary School competitively provides academic excellence, innovation, and creativity through the use of Science, Technology, Engineering, the Arts, and Math (STEAM). We continue to attract many families outside our boundaries, with a yearly wait list, since becoming an Affiliated Charter in 2012, of well over 100 students,. During the 2015-2016 school year, Castlebay Lane Charter was honored and recognized by receiving the Gold Ribbon Award from the State of California, for our innovative Science and Engineering practices. Additionally, we were recognized by LAUSD for our Highly Rated Arts Program. This February, 2017, Castlebay Lane Charter received the Civic Learning Award of merit from the State of California, for providing a high quality civic education to all our students.

Surrounding Schools Demographic and Performance Data											
Address: 19010 Castlebay Lane Charter, Porter Ranch CA 91326											
<u>LAUSD Schools</u>	# of Students	% Students Eligible for Free/Reduced Lunch	% of Special Education Students	% of English Learners	% of Major Ethnic #1	% of Major Ethnic #2	% of Major Ethnic #3	SBAC 2014/2015 ELA-Meet/Exceed Standard	SBAC 2014/2015 Math-Meet/Exceed Standard	SBAC 2015/2016 ELA-Meet/Exceed Standard	SBAC 2015/2016 Math-Meet/Exceed Standard
Darby Elementary	486	42%	10%	5%	Hispanic 44%	White 35%	Asian 11%	60%	59%	60%	52%
Andasol Elementary	439	62%	20%	5%	Hispanic 52%	White 25%	Asian 11%	46%	31%	56%	46%
<u>Charter Schools</u>	# of Students	% Students Eligible for Free/Reduced Lunch	% of Special Education Students	% of English Learners	% of Major Ethnic #1	% of Major Ethnic #2	% of Major Ethnic #3	SBAC 2014/2015 ELA-Meet/Exceed Standard	SBAC 2014/2015 Math-Meet/Exceed Standard	SBAC 2015/2016 ELA-Meet/Exceed Standard	SBAC 2015/2016 Math-Meet/Exceed Standard
Beckford Charter for Enriched Studies	622	21%	12%	2%	White 42%	Hispanic 29%	Asian 20%	63%	55%	72%	62%
Germain Academy For Academic Achievement	523	56%	15%	5%	Hispanic 45%	White 27%	Asian 16%	49%	42%	50%	43%
Topeka Charter For Advanced Studies	608	37%	11%	4%	Hispanic 34%	White 33%	Asian 18%	56%	53%	72%	62%
Castlebay Lane Charter Elementary	737	8%	7%	7%	White 44%	Asian 30%	Hispanic 17%	64%	63%	74%	72%

Castlebay Lane Charter has outperformed its neighboring schools on the Smarter Balanced Assessment Consortium in both English Language Arts and Math for the last 2 years. These successes are attributed to our commitment to providing a well-rounded and rigorous program emphasizing Science, Technology, Engineering, the Arts, and Math (STEAM), as we prepare our students to be college and career ready in this competitive 21<sup>st</sup> century.

## **STUDENT POPULATION TO BE SERVED**

Castlebay Lane Charter School currently serves 742 students from kindergarten to fifth grade. Approximately 630 reside within the boundary while 110 have been selected through the lottery process since becoming an Affiliated Charter in 2012. Our student body is ethnically, racially, linguistically, and economically diverse.

<b>Subgroup</b>	<b>%</b>	<b>Subgroups</b>	<b>%</b>
<b>African American</b>	3%	English Learners	6%
<b>American Indian</b>	0%	Reclassified ELs (ELs)	6%
<b>Asian</b>	30%	Students Disability	14%
<b>Filipino</b>	4%	Economically Disadvantaged	9%
<b>Hispanic</b>	17%	Identified All	14%
<b>Pacific Islander</b>	0%	Identified Gifted-African American	4%
<b>White</b>	44%	Identified Gifted-Latino	6%
<b>Other</b>	2%		

Our English Learner student reclassification rate has steadily increased during our charter term. During the 2013-2014 school year, our reclassification rate was 20.9%. In 2014-2015 the rate went up to 23.2%, and in 2015-2016, the rate increased to 25.7%. Our steady increase shows our commitment to the success of our targeted instruction and support provided to all English Learners.

Castlebay Lane Charter continuously screens for our Gifted and Talented students in the intellectual, high achievement, and performing arts categories. Currently there are 101 students identified as gifted which makes up 13.7% of our student population. This exceeds the District's rate of 11.7%. An additional 44 students are on the waitlist to be tested this spring. Teachers and administration place an emphasis on providing



differentiated GATE instruction through the use of Sandra Kaplan's Depth and Complexity icons and prompts, Student Based Project Learning, and Blended Learning. Our teachers attend GATE conferences and workshops and collaborate regularly with colleagues at other high performing schools.

## **GOALS AND PHILOSOPHY**

### **Our Mission Statement**

Our mission is to foster in all students the development of creative thinking, rigorous problem-solving, respect for individual differences, and high ethical standards, while placing an emphasis in Science, Technology, Engineering, the Arts, and Mathematics.

**School Motto:** It feels good to do good.

### **Our Vision Statement**

We will prepare our students to be fully participating citizens and leaders of the 21st century through an academically challenging and inspiring instructional program that supports each child's intellectual, social, emotional, and physical development.

Castlebay Lane Charter School will build a model of excellence in public education through a learning program that:

- Provides our students with the essential tools necessary to participate in the 21<sup>st</sup> century world to achieve their highest potential academically
- Instills in all students a lifelong love of learning and an understanding of their role as responsible, contributing members of society
- Includes hands-on, investigative learning with experiential classroom activities and project-based learning
- Emphasizes social and community values that foster self-esteem and respect for and an understanding of each other

- Develops and advances best practices for engaging students, teachers, and parents, by promoting educational excellence, collaboration, and innovation
- Meaningfully involves all stakeholders—parents, students, faculty, administration, and community partners—in the continuous improvement and success of the school

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

Castlebay Lane Charter Elementary School believes an educated person of the 21<sup>st</sup> century is versatile, creative, and independent, with a never-ending thirst for knowledge. These individuals are self-confident and self-motivated, lifelong learners, who are active participants in their local and global communities.

An educated person of the 21<sup>st</sup> century is prepared for a globally interconnected, multicultural world. Being a part of the continually evolving technological age, an educated person of the 21<sup>st</sup> century is willing to explore, innovate, collaborate, and learn.

Students at Castlebay Lane Charter School will take responsibility for their own learning. They will be able to gain valuable information and insight from concrete as well as abstract experiences in order to develop positive problem-solving and critical thinking skills. Students will make more efficient and meaningful choices to expand inter-personal and intra-personal relationships.

Castlebay Lane Charter School students will deduct, examine, and inquire. They will be able to argue and communicate scientific ideas based on inquiry. Our students will be intellectually flexible and able to think about complex systems in a myriad of ways—abstractly, concretely, and creatively.

To be effective in the 21<sup>st</sup> century, students must be able to employ a range of functional, creative, and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem-solving, creativity, communication, and collaboration. Students need the ability to collaborate and make individual contributions on a global scale in order to work and contribute to the modern world.

## **How Learning Best Occurs**

Castlebay Lane Charter Elementary School recognizes that learning best occurs when the community believes in a culture of education that both challenges and nurtures the development of each individual. Teachers, parents, and community members need to create an environment and culture that is inherently reflective of our school, home, and community.

Learning best occurs when all stakeholders fulfill their collaborative responsibility to provide this culture of education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning.

Castlebay Lane Charter School will continue to serve as an academic arena to develop a passion for lifelong learning in all children. Classroom instruction will take into account the multiple modalities of learning and the differences of abilities among students. The school will provide a safe, supportive, and rigorous environment that encourages students to maximize their intellectual, social, emotional, and physical development through integrated learning experiences, such as blended learning and enrichment classes, STEAM activities, school wide positive behavior programs, and applying the latest educational theories that allow for the highest potential to be reached by all students. Well-qualified teachers, support personnel, innovative instruction, and diverse classrooms will provide ideal opportunities for every child to be reached and reinforced in his/her educational advancement.

## **Local Control Funding Formula (LCFF) Requirements**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended 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 annual update.” (Ed. Code § 47606.5(e).)

## LCFF STATE PRIORITIES-BASIC SERVICES

### GOAL #1

To provide and maintain Basic Services for students. The school will assign teachers appropriately in accordance with their credentials and EL authorizations to provide students with access to standards-aligned instructional materials so the students can participate fully in the educational program described in the school charter and achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.

#### Related State Priorities:

☒ 1      ☐ 4      ☐ 7  
☐ 2      ☐ 5      ☐ 8  
☐ 3      ☐ 6

#### Local Priorities:

☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal
- Annual Williams instructional materials review and certification process
- Annual budget review and planning to ensure funds are available for instructional materials
- Internal and/or District annual review(s) of the state and condition of its facilities
- Ongoing maintenance and repair log, with inspection of school facilities by Plant Manager and Principal
- Administration attends ES Textbook Roadshow during spring to ensure materials are ordered for all students. Numbers are generated by ECAST.
- Hiring committee consisting of administration, teachers, and parents will participate in the selection of hiring highly qualified new teachers.

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will assign 100% of teachers in accordance with their credentials and EL authorizations.

**Metric/Method for Measuring:** Annual Review of School Compliance with Credentialing and Assignment Requirements

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%

Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

**Outcome #2:** The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

**Metric/Method for Measuring:** Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
English Learners	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Socioeconomically Disadvantaged Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Foster Youth	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Students with Disabilities	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
African American Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
American Indian/Alaska Native Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Asian Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating

Filipino Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Latino Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Native Hawaiian/Pacific Islander Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Students of Two or More Races	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
White Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating

**Outcome #3:** The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

**Metric/Method for Measuring:**

Annual Williams Instructional Materials Review and Certification Process

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

## LCFF STATE PRIORITIES-Implementation of State Standards

### GOAL #2

The school will monitor and improve the design and delivery of Common Core State Standards and Next Generation Science Standards in the educational program. Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above measured by the CAASPP SBAC English Language Arts and Mathematics as well as the Next Generation Science Standards assessment.

#### Related State Priorities:

- |                                       |                            |                            |
|---------------------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1            | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3            | <input type="checkbox"/> 6 |                            |

#### Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Provide training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem solving, and real-world applications
- Provide or obtain training for certificated staff on Next Generation Science Standards implementation strategies for Science, including lesson design and delivery, with a focus on critical thinking, problem solving, and real world applications
- Provide opportunities for teachers to observe the lesson design and delivery of the Common Core Standards and Next Generation Science Standards in other classrooms, in order to bring back strategies that support student academic achievement
- Implement strategies presented in professional development such as use of Depth and Complexity prompts, Blended Learning, Project-Based Learning, cross-cutting concepts of Next Generation Science Standards, and Depth of Knowledge Questioning Strategies
- Provide teachers feedback, cognitive coaching, and opportunities to reflect on pedagogy, through EDST process, in order to implement best teaching practices for the success of all students

### Expected Annual Measurable Outcomes

**Outcome #1:** The percentage of certificated staff that feels the school's professional development addresses their students' needs will increase yearly.

**Metric/Method for Measuring:** School Experience Survey and Local Data (sign-ins and school surveys)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	59% (Staff)	60% (Staff)	61% (Staff)	62% (Staff)	63% (Staff)	64% (Staff)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #2:** The percentage of certificated staff that feels teachers at this school have changed their instructional practice as a result of the State Standards will increase yearly.

**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021-2022
All Students (Schoolwide)	89% (Staff)	90% (Staff)	91% (Staff)	92% (Staff)	93% (Staff)	94% (Staff)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #3:**

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021-2022
All Students (Schoolwide)						



English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

<b>LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT</b>	
<b>GOAL #3</b>	
<p>The school will increase the number of parents completing the School Experience Survey. The school will also increase the percentage of parents trained on academic initiatives and ways in which to support their child's learning. In addition the school will increase the number of parents who feel that they are a partner with the school in decision making about their child's education.</p>	<p><b>Related State Priorities:</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p><b>Local Priorities:</b></p> <div style="margin-bottom: 5px;"><input type="checkbox"/> :</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> :</div>
<b>Specific Annual Actions to Achieve Goal</b>	

Maintain an effective program for parent and family involvement that includes:

- Involving parent stakeholders in sharing and receiving information
- Involving parents in decision making through participation on various committees such as safety, school wide positive behavior, curriculum, technology, ELAC, and Governance/SSC
- Providing multiple workshops that teach parents how to support their children in the educational program of the school, including A-G requirements, School Report Cards, GATE topics, technology, and Common Core State Standards
- Communicating with parents and community through monthly meetings such as Governance/School Site Council, English Learner Advisory Committee, Coffee with the Principal, and Parents and Teachers Helping (PATH) meetings. Additionally, weekly Connect Ed messages, the school website, and our electronic message board provide information about upcoming events, meetings, and school-wide activities.

### Expected Annual Measurable Outcomes

**Outcome #1:** Percentage of parents completing the School Experience Survey annually will increase

**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	58% (Parents)	59% (Parents)	60% (Parents)	61% (Parents)	62% (Parents)	63% (Parents)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #2:** The percentage of parents who feel they are a partner with this school in decisions made about their child's education will increase yearly.

**Metric/Method for Measuring:** School Experience Survey and Local Data (sign-ins and school surveys)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	84% (Parents)	85% (Parents)	86% (Parents)	87% (Parents)	88% (Parents)	89% (Parents)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #3:** The percentage of parents trained on academic initiatives by providing a minimum of four workshops annually will continue.

**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100% (Maintain)	100% (Maintain)	100% (Maintain)	100% (Maintain)	100% (Maintain)	100% (Maintain)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A

Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races						
White Students						

## LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT

### GOAL #4

The school will increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Related State Priorities:

- |                            |                                       |                            |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5            | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6            |                            |

Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

The school will:

- Identify annually the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners' (LTEL) progress (SSPT)
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas
- Utilize formative assessments such as District Interim Assessments, TRC, and DIBELS, two to three times a year. Teachers will analyze this data to identify instructional implications.
- Provide Professional Development to teachers on EL strategies such as Start Smart ELD Lessons, Constructive Conversations, Mentor Texts, Conversation Norms, and the use of Constructive Conversations during Three Phase Math Lessons
- Train teachers on effectively preparing students for CELDT by focusing on ELD standards
- Monitor the progress of English Learners using data such as DIBELS, SBAC, District Assessments, and TRC. The EL coordinator will provide support for EL teachers through professional development and monthly EL committee meetings.

### Expected Annual Measurable Outcomes

**Outcome #1:** Increase the percentage of students that met standards/exceeded standards in Language Arts on the CAASP/SBAC

**Metric/Method for Measuring:** California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	74%	75%	76%	77%	78%	79%
English Learners	13%	14%	15%	16%	17%	18%
Socioeconomically Disadvantaged Students	65%	66%	67%	68%	69%	70%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	14%	15%	16%	17%	18%	19%
African American Students	17%	18%	19%	20%	21%	22%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	78%	79%	80%	81%	82%	83%
Filipino Students	67%	68%	69%	70%	71%	72%
Latino Students	65%	66%	67%	68%	69%	70%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	76%	77%	78%	79%	80%	81%
White Students	76%	77%	78%	79%	80%	81%

**Outcome #2:** Increase the percentage of students that met standards/exceeded standards in mathematics on the CAASP/SBAC

**Metric/Method for Measuring:** California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	72%	73%	74%	75%	76%	77%
English Learners	18%	19%	20%	21%	22%	23%
Socioeconomically Disadvantaged Students	56%	57%	58%	59%	60%	61%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	21%	22%	23%	24%	25%	26%

African American Students	17%	18%	19%	20%	21%	22%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	82%	83%	84%	85%	86%	87%
Filipino Students	67%	68%	69%	70%	71%	72%
Latino Students	63%	64%	65%	66%	67%	68%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	76%	77%	78%	79%	80%	81%
White Students	71%	72%	73%	74%	75%	76%

**Outcome #3:** Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

**Metric/Method for Measuring:** Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	22%	23%	24%	25%	26%	27%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

## LCFF STATE PRIORITIES-STUDENT ENGAGEMENT

### GOAL #5

Castlebay Lane Charter will annually increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes.

Related State Priorities:

- |                            |                                       |                            |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4            | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6            |                            |

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Maintain/increase annually the percent of students attending 173-180 days
- Decrease the number of students missing 16 or more school days each year
- Maintain attendance incentive programs such as quarterly 'perfect attendance' awards
- Monitor students that have chronic absenteeism and contact parents
- Conduct SSPT for students with chronic absenteeism to provide intervention services and referrals
- Support parents of students with chronic absenteeism through phone calls, face to face conferences, and home visits, to improve attendance
- Refer parents to SARB process as necessary

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).

**Metric/Method for Measuring:** Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	84%	85%	86%	87%	88%	89%
English Learners	76%	77%	78%	79%	80%	81%
Socioeconomically Disadvantaged Students	68%	69%	70%	71%	72%	73%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	86%	87%	88%	89%	90%	91%
African American Students	82%	83%	84%	85%	86%	87%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	98%	99%	100%	100%	100%	100%

Filipino Students	98%	99%	100%	100%	100%	100%
Latino Students	97%	98%	99%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	95%	96%	97%	98%	99%	100%
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	98%	99%	100%	100%	100%	100%

**Outcome #2:** The school will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower school wide).

**Metric/Method for Measuring:** Student Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	4%	3%	2%	1%	0%	0%
English Learners	4%	3%	2%	1%	0%	0%
Socioeconomically Disadvantaged Students	9%	8%	7%	6%	5%	4%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	4%	3%	2%	1%	0%	0%
African American Students	7%	6%	5%	4%	3%	2%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	1%	0%	0%	0%	0%	0%
Filipino Students	1%	0%	0%	0%	0%	0%
Latino Students	2%	1%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	1%	0%	0%	0%	0%	0%

**Outcome #3:**

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)						
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						



African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

<b>LCFF STATE PRIORITIES-SCHOOL CLIMATE</b>	
<b>GOAL #6</b>	
<p>The school will sustain the low number of suspensions while providing for targeted reductions in student subgroups. The school will sustain the low number of instructional days lost to suspensions. The school will maintain a low percentage of expulsions and maintain a safe and positive school environment</p>	<p><b>Related State Priorities:</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> <p><b>Local Priorities:</b></p> <div style="margin-bottom: 5px;"><input type="checkbox"/> :</div> <div><input type="checkbox"/> :</div>
<b>Specific Annual Actions to Achieve Goal</b>	
<ul style="list-style-type: none"> <li>Implement the Second Step program in all classrooms</li> <li>Implement school wide positive behavior programs that include the Six Pillars of Character</li> <li>Organize assemblies that encourage kindness and participate annually in the Great Kindness Challenge</li> <li>Provide bi-annual anti-bullying assemblies and programs for students and parents</li> <li>Utilize supervision aids and campus aides to monitor students before school, during recess and lunch, and after school, to ensure safety</li> <li>Post The Six Pillars of Character as well as school safety rules throughout the campus</li> <li>Review and update the Rubric of Implementation (ROI) biannually, to ensure positive behavior implementation</li> <li>Meet regularly with the Safety Committee and Positive Behavior Committee, composed of administration, teachers, and parents, throughout the year, to monitor and evaluate the school systems that are in place</li> </ul>	
<b>Expected Annual Measurable Outcomes</b>	
<p><b>Outcome #1:</b> The school will maintain the percentage of 0% of students suspended one or more times</p>	

**Metric/Method for Measuring:** School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	0% (Maintain)	0% (Maintain)	0% (Maintain)	0% (Maintain)	0% (Maintain)	0% (Maintain)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #2:** The school will maintain the percentage of 0% of instructional days lost to suspension**Metric/Method for Measuring:** Student Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	0% (maintain)	0% (maintain)	0% (maintain)	0% (maintain)	0% (maintain)	0% (maintain)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A

Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
<b>Outcome #3:</b> The School will maintain 0% of students being expelled						
<b>Metric/Method for Measuring:</b> School Report Card						
APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	0% (maintain)	0% (maintain)	0% (maintain)	0% (maintain)	0% (maintain)	0% (maintain)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

## LCFF STATE PRIORITIES-COURSE ACCESS

### GOAL #7

The school will provide the core subjects of English Language Arts, Mathematics, Social Studies, Science, and physical education, and offer a comprehensive enrichment program (Science Lab, Computer Lab, Theatre, Music, Art) to **100% of its students** every year.

Related State Priorities:

- |                            |                            |                                       |
|----------------------------|----------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8            |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 |                                       |

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule and student schedules
- Post and follow classroom daily schedules for all core subjects of English Language Arts, Mathematics, Social Studies, and Science
- Offer enrichment programs (Science Lab, Computer Lab , Theatre, Music, Art) to all students
- Conduct routine classroom visits throughout the day to monitor Common Core State Standards in all subject areas, and provide actionable feedback to teachers on best teaching practices
- Complete monthly PE logs to ensure compliance with state mandated PE minutes

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will provide the core subjects of English Language Arts, Mathematics, Social Studies, and Science to **100% of its students** every year.

**Metric/Method for Measuring:** Annual Review of Master Schedule and Student Schedules

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
English Learners	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Foster Youth	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students

	having access to the core subjects	having access to the core subjects	having access to the core subjects	students having access to the core subjects	having access to the core subjects	having access to the core subjects
Students with Disabilities	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
African American Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
American Indian/Alaska Native Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Asian Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Filipino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Latino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Students of Two or More Races	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
White Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

**Outcome #2:** The school will offer a comprehensive enrichment program (Science Lab, Computer Lab, Theatre, Music and art) to 100% of its students every year.

**Metric/Method for Measuring:** Annual Review of Master Schedule and Student Schedules





## LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES

### GOAL #8

The school will implement a strategic intervention system school wide in Language Arts and in Math that is accessible to 100% of students who need additional academic support.

Related State Priorities:

- |                            |                            |                                       |
|----------------------------|----------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7            |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 |                                       |

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Use on-line math and reading programs that support student academic growth by offering additional practice, and monitor the progress of each individual student on reading comprehension in ELA and math computational skills
- Provide training for teachers on implementation of on-line math and ELA programs
- Provided teachers access to technology (classroom computers, iPads, Computer Lab instruction)
- Provide afterschool intervention programs by credentialed teachers, in math and English Language Arts, that specifically target the needs of students in each area. Teachers will use resources such as Treasures Triumphs and My Math intervention.

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will implement the Ten Marks math online program school wide to increase competencies in concepts and skills.

**Metric/Method for Measuring:** Diagnostic Assessments, Ten Marks built-in Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to Ten Marks	Maintain 100% of students having access to Ten Marks	Maintain 100% of students having access to Ten Marks	Maintain 100% of students having access to Ten Marks	Maintain 100% of students having access to Ten Marks	Maintain 100% of students having access to Ten Marks
English Learners	Maintain 100% of students having access to Ten Marks	Maintain 100% of students having access to Ten Marks	Maintain 100% of students having access to Ten Marks	Maintain 100% of students having access to Ten Marks	Maintain 100% of students having access to Ten Marks	Maintain 100% of students having access to Ten Marks





**Outcome #2:** *The school will implement the Accelerated Reading Program school wide in Grades 1<sup>st</sup> -5<sup>th</sup> to increase Reading Comprehension and Reading Fluency.*

**Metric/Method for Measuring:** Diagnostic Assessments, Accelerated Reading built-in Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program
English Learners	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program
Socioeconomically Disadvantaged Students	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program
Foster Youth	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program
Students with Disabilities	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program
African American Students	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program	Maintain 100% of students in grades 1-5 having access to Accelerated Reading Program



**Metric/Method for Measuring:** Diagnostic Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program
English Learners	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program
Socioeconomically Disadvantaged Students	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program
Foster Youth	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program
Students with Disabilities	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program
African American Students	Maintain 100% of students not making adequate progress in having access	Maintain 100% of students not making adequate progress in having access	Maintain 100% of students not making adequate progress in having access	Maintain 100% of students not making adequate progress in	Maintain 100% of students not making adequate progress in having access	Maintain 100% of students not making adequate progress in having access



	intervention program	intervention program	intervention program	school's intervention program	intervention program	intervention program
White Students	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program	Maintain 100% of students not making adequate progress in having access to the school's intervention program

### **How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners**

The academic program at Castlebay Lane Charter Elementary School empowers students to become autonomous, self-motivated, lifelong learners who will be successful beyond their middle school years and in life. Our curriculum is designed to cultivate the creativity, interests, and scholastic aptitude of students through a STEAM course of study. The goal is to provide a learning environment that extends beyond mastery of skills. We strive to weave science, technology, engineering, the arts, and mathematics into content knowledge while nurturing life-long skills that will prepare all students for the complex work and life environments of the 21st century.

Collaborating with peers, showing various ways of problem solving, and incorporating technology as a tool are a few of the skills embedded in our curriculum to engage our students in the learning process. With clear expectations and specific criteria set by our highly-qualified teachers, students are expected to take responsibility for their learning and develop tangible goals. Students create novel projects, review constructive feedback, and self-reflect to make improvements for future tasks. Empowering our students take responsibility for their educational experience allows them to develop the skills necessary to become productive, collaborative and valuable members of society.

### **INSTRUCTIONAL DESIGN**

Castlebay Lane Charter School's proposed teaching methodologies are framed around differentiated and experiential instruction through thematic units in a cooperative group setting. Supporting these methodologies, Castlebay teachers will utilize departmentalized instruction to provide professional development by grade-level experts and instructional leaders as well as peer mentoring. Our approaches will be supported by authentic

assessments, which will be used to guide instruction, refine teaching techniques, and select the best curriculum materials to compliment student learning.

### **Curriculum and Instruction**

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Castlebay Lane Charter School's curriculum is based on the Common Core State Standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. Castlebay has formed curriculum and student subgroup committees to address instructional shifts and professional development needs. The curriculum will meet all Common Core State Standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines a curriculum-centered approach with student-centered instruction. Systematic, direct instruction, guided practice, and the application of skills through an expansive reading selection ensure that all students are exposed to District-mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended, inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students become analytical and creative thinkers.

### **Teaching Methodologies**

The teachers at Castlebay Lane Charter School, as well as the leadership team, will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Castlebay teaching strategies have been based upon methodologies of noted research educators, Dr. Sandra Kaplan and Dr. Norman Webb. A research specialist in evaluation, assessment, and aligning instruction, Webb has developed his research into four distinct depth of knowledge questioning levels to drive rigorous instruction. These methods, in conjunction with Sandra Kaplan's methodology for teaching all subject matter with greater depth and complexity for all learners, are included in student instruction at Castlebay Lane Charter. Grade levels will have the option of adjusting current District assessments to allow students to demonstrate the depth and breadth of their knowledge. Standard methodologies include:

**Academic Rigor**—Teachers design lessons that are engaging and meaningful. Students are held accountable for a firm understanding of the connection between thinking and knowledge. Our methodologies encourage students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement in the learning process.

**Blended learning**- Teachers plan experiences for self-regulation that combine internet-based learning with traditional classroom methodology, where the student has some control over time, path, or place for their learning. This process looks different in each classroom, but maintains rigor and teaches students to be self-motivated and take control of their education.

**Clear Expectations**—Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained. They teach students how to read and utilize rubrics and make sure students have a clear understanding of how they earn their grades. Teachers provide parents with a copy of state grade-level standards. Communication with parents is ongoing in an effort to keep them informed and aware of expectations.

**Collaborative Groupings**—Teachers create flexible, small groups in order for students to interact with their peers on various levels. Students share their thinking to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork. This allows teachers to make observations and assess student contributions while facilitating their work.

**Criteria Charts/Rubrics**—These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon Common Core State Standards and objectives. These resources are posted to coincide with the work being displayed in the classrooms.

**Direct Instruction**—Teachers use carefully planned direct instruction to teach standards-based lessons, promote listening skills, and elicit enthusiasm for learning.

**Guided and Independent Practice**—Teachers provide students with time to be successful at demonstrating their understanding of concepts or skills being taught, through a variety of learning modalities and manipulatives, to reinforce skills and cement learning under the guidance of the teacher.

**Small Group Instruction**—Teachers create fluid small groups to target students who need extra instructional, time as well as those who need pre-teaching and/or re-teaching.



**Differentiated Instruction**—Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards. Peer tutoring as well as cross-age tutoring may also be utilized.

**Higher-level Thinking**—Teachers design lessons that develop critical thinking skills, solve complex problems with depth and complexity, and implement brain-compatible instructional strategies that increase students' interest and learning. Students are encouraged to utilize the highest stages of Bloom's Taxonomy such as synthesis, analysis, and evaluation, in conjunction with higher Depth of Knowledge levels 3 and 4 questioning strategies. Students use Kaplan's strategies to explore curriculum using depth and complexity prompts. Teachers draw on Webb's Depth of Knowledge levels of questioning to plan and guide their discussions.

**Integration of the Arts**—The Arts are a key component of our school. Teachers and curriculum specialists use drama, dance, music, and visual arts to enhance and deepen the learning experience across the curriculum and to affirm the relevance of the arts. Castlebay Lane Charter sees the arts as a pathway to boosting self-confidence for many students and enables them to demonstrate expertise in areas other than the strictly academic arena.

**Experiential Learning**—Teachers create opportunities for exploration of the major concepts through direct experiences. Students relate to the curriculum through project-based learning, plays, field trips, labs, simulations, experiments and guest speakers. It is through these experiences that students process, analyze, and conceptualize the curriculum and are given the ability to create new ideas.

Adhering to the proposed instructional framework and teaching methodologies ensures that Castlebay Lane Charter School instructors can successfully meet the needs of all students, including our subgroups of GATE, Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and Socioeconomically Disadvantaged students.

### **Scope and Sequence to be Taught**

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach follow District and state procedures and have been outlined below. Full implementation of the Common Core State Standards will drive the curriculum. The CCSS will be addressed with cross grade-level planning so students receive consistent and progressively challenging instruction.

## **Language Arts**

- A rigorous curriculum that exceeds the Common Core State Standards for Language Arts K-5
- Use of the Write From The Beginning program to promote advanced writing skills
- Use of Thinking Maps to organize thoughts and make connections across the curriculum
- Development of students' reading, writing, listening, and speaking skills to support academics across disciplines
- Development of critical reading skills using a variety of resources that align with Common Core State Standards. McGraw-Hill's California Treasures Reading program and CCSS-aligned lessons is used in conjunction with core literature, Scholastic News, and literature circles that provide rich content at varying levels
- Enhancement of reading comprehension using core literature, Accelerated Reader Program, Reader's Theater, and SDAIE strategies
- Demonstration of critical thinking skills specific to Bloom's Taxonomy as well as incorporation of Sandra Kaplan's prompts to analyze depth and complexity, and Webb's Depth of Knowledge questioning levels
- Ability to critique, justify, and theorize in compositions/writing across disciplines
- Development of students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as the integration of language arts across the curriculum
- Application of academic vocabulary in written, oral, illustrated, and dramatic format
- Writing across all genres specific to grade-level standards including narratives, poetry, expository writing, letters, imaginative narratives, folk tales, fairy tales, opinion essays, plays, and biographies
- Use of technology as a tool for discussion, presentation and digital portfolios
- Use of creative and novel writing projects such as writing a letter to character about their impact and motive, researching presidents and publishing in a newspaper format, exploring career and college interests and the pathway towards achieving

future goals, learning interview techniques that may be published in our school newspaper, *Castlebay Connections*

### **English Language Development**

- Castlebay Lane provides parents of English Learners opportunities to learn about the Master Plan instructional program options to make informed decisions regarding their child's placement.
- The EL coordinator oversees the English Language program and ensures that the Master Plan is followed and all accountabilities are met
- Parents take part in the English Language Advisory Committee to participate in making recommendations for the academic progress of the English Learners
- The English Language Development program supports the new CA ELD standards and focuses on the language proficiency levels: emerging, expanding, and bridging
- EL designated teachers meet monthly to plan for instruction and monitor progress
- Teachers facilitate lessons that involve students' learning how to interact in meaningful ways, learning how English works, and using foundational literacy skills
- Students that are identified as not making adequate progress are brought to the Student Support and Progress Team to discuss in class support and possible intervention

### **Mathematics**

- A rigorous curriculum that is aligned with the CCSS
- Development of students' mathematics proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Implementation of McGraw-Hill's *My Math* program which is enhanced by *TenMarks*, a web-based math curriculum
- Development of a deep understanding of the concepts of numbers in base ten and fractions, operations and algebraic thinking, measurement and data, and geometry

- Application of math skills to life's problem-solving situations
- Recognition of relevant information and critiquing applications by proving work
- Understanding strategies to discern operations necessary to solve real-world word problems, then allowing students to “take over” and facilitate discussion
- Constructing and strengthening understanding with math manipulatives and digital mediums
- Connecting math across disciplines (music, dance, art, science, technology, and social science)
- Developing students' skills using mathematical tools (protractors, calculators, computers, and rulers)
- Organizing Math Night where students, along with their family members, explore hands-on math games

## **Science**

Our teachers have prepared for the implementation of the Next Generation Science Standards by attending multiple trainings offered by the Los Angeles Unified School District and University of California Los Angeles, as we have proactively prepared for this transition.

- A rigorous curriculum that meets or exceeds the Next Generation Science Standards (NGSS)
- Use of an experimentally-based FOSS Science program and the engineering design process that is well-structured, rigorous, exciting, and pragmatic
- Implementation of hands-on experiments in the Science Lab to further research and prove/disprove conjectures
- Teach science as a spiraling learning process that builds upon prior knowledge and experiences as students progress through the grade levels
- Incorporation of the eight STEAM (Science Technology Engineering Art and Math) practices in all grade levels where students ask questions, generate ideas, create models, draw conclusions, evaluate, and present their results. For example, fourth

grade reads “Island of the Blue Dolphins” and then has an engineering challenge where students need to create a tool that the main character could use who had limited resources available. Third grade reads “Charlotte’s Web” and has students engineer a spider web using a hanger, string, and tape and is strong enough to hold a stapler falling through it.

- Integration of science and other disciplines by using the Prompts of Depth and Complexity; for example fifth grade students create small books that highlight investigations they conduct
- Theorizing and viewing other subjects—such as music and art—as a scientist by using inferential skills and transferring these skills throughout the curriculum
- Hypothesizing and developing experiments utilizing the engineering design process
- Understanding the need for eco-friendly products and life-changes to improve our local and global community
- Participation in field trips to California Science Center, America’s Teaching Zoo, Underwood Family Farms, Discovery Cube, Natural History Museum, and Pali Camp; virtual field trips to state parks such as Crystal Cove (tide pools), Anza-Borrego Desert State Park (fossils), Natural Bridges State Park (butterfly life cycle and migration), Del Norte Redwoods State Park (salmon life cycle), Baldwin Hills Scenic Overlook (weather/climate)
- Participation in annual Science Fair using student-initiated hypotheses
- Applying concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness
- Planning of annual Science Night and Star Gazing Night
- Learning from the ISS-Above, a device that tracks the International Space Station, and is housed in our science center
- Castlebay Lane Charter Elementary School was selected as a California Gold Ribbon School by the California Department of Education for demonstrating exemplary achievements in Science

## **Social Studies/History**

- Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and time periods
- Through critical thinking skills, students will relate to historical events and be able to find parallels and patterns
- Students will interpret geographical and historical information to draw conclusions and make generalizations about historical events
- Students will understand the cause and effect of historical events
- Using role-play and project-based learning, students gain first-hand understanding of historical events. For example, 5th graders learn about explorers' impacts on the world and come up with plans to build ships, using the most cost-effective methods, then test the ships' buoyancy with cargo
- Students participate in multiple experiential field trips
- Grade levels put on monthly patriotic assemblies to collectively express civic learning and civic pride
- Multicultural celebrations are observed through hands-on curricular activities
- Students learn to research their own histories through their heritage, culture, family trees, and traditions using inquiry-based research projects
- Scholastic News is used as a supplement to the Social Studies/History curriculum so students may gain greater knowledge of pertinent current and historic events
- Students participate in Parks Online Resources for Teachers and Students (PORTS) field trips

## **Health and Physical Education**

- All students in all grade levels experience skill based physical education, in a sequential and comprehensive, enjoyable and safe learning environment

- Physical education instruction includes 200 minutes of instruction each 10 school days
- FITNESSGRAM physical performance test is administered to all students in 5th grade during the month of February and results are reported to the California Department of Education (EC 60800)
- To maintain a safe and drug-free environment, Castlebay Lane Charter School fully complies with mandates for Title IV, Part A: Safe and Drug-Free Schools and Communities Act
- Castlebay Lane Charter School complies with applicable Federal, State, and local laws and with the “Motion to Promote Healthy Beverages”, and “Obesity Prevention” programs to maintain compliance for nutrition guidelines and fundraising activities
- Teachers participated in a two-year grant through LAUSD where they received weekly professional development and skill based lessons taught by a physical education teacher

### **Innovative Curricular Components of the Educational Program**

The staff at Castlebay Lane Charter has seen tremendous growth in our attainment and synthesis of using technology for instruction and individualized student implementation. Through an integrated effort of teachers, administration, parents, and community, Castlebay Lane Charter has been able to focus on a synergistic goal in bringing technology into our daily instruction at school and home. We strive as a community to provide our students with next generation technology skills they will eventually need for college and career readiness, as well as and understanding on the safe and secure use of technology.

- All classes have been updated with document readers and BrightLinks technology
- All classes have student computers and access to technology carts that house class sets of either laptops or iPads. These carts allow for differentiated instruction, intervention, and enrichment. Students in grades K-2 use the carts to increase computer and typing skills, and practice in navigating the internet to broaden their research capabilities. Students in grades 3-5 utilize the carts for research, long and short term projects, creating movies and public service announcements using iMovie, and editing/publishing writing. Carts are also used to take district mandated

interim assessments and Smarter Balanced practice assessments throughout the year, to ensure that students are well-prepared.

- All classes participate in computer instruction on a weekly basis, in our fully equipped iMac computer lab. Each student is assigned his/her own computer and receives instruction by a highly qualified computer teacher who assists in building technological expertise through lessons such as Google Docs, Google Slides, PowerPoint, Word, coding, and keyboarding. Students learn responsible internet use.
- Use of the internet enables students to broaden their research capabilities, choose relevant information to enhance their research, and utilize up-to-date sources of information pertaining to their focus of study
- Teachers utilize technology to enhance curricular experiences using Edmodo, Google Classroom, ClassDojo, GoNoodle, TenMarks, Khan Academy, Zearn, and Scholastic News Online

Enrichment programs in the field of technology include robotics, coding, Scratch programming, and movie-making (claymation stop-motion films)

### **Intervention and Enrichment Programs**

- Students not meeting grade level standards based on standardized tests, DIBELS, TRC, unit tests, District Interim Assessments, and report card grades are recommended for intervention class and/or tutoring after-school
- Intervention and Tutoring classes are offered for an hour after school in subject areas of Math and ELA
- Students in primary grades are supported during the instructional day by an intervention teacher
- Intervention support is offered by the classroom teacher and classroom aid throughout the day as needed
- Enrichment classes such as cooking, dance, coding, robotics, ceramics and many others are offered after school



## **Curricular and Instructional Materials**

- California Treasures Reading Program (K-5)
- Write From the Beginning
- Thinking Maps
- Core Literature (integrated across curriculum)
- My Math
- Eureka Math
- Hands on Equations
- FOSS Science (K-5)
- Accelerated Reader (K-5)
- Blended Learning Resources- Ten Marks, Zearn Math, Google Classroom, Seesaw, Accelerated Reader, Class Dojo, and Brain Pop
- Virtual Field Trips via Parks Online Resources for Teachers and Students
- Second Step

## **How the Curriculum Addresses the Arts**

It is proven that students can learn at a higher rate by applying test-based knowledge paired with hands-on experiences with science, the arts, technology, and media. Students exposed to the arts learn to think creatively and to solve problems by imagining various solutions and rejecting outdated rules and assumptions. Questions often have multiple solutions, and the arts afford an arena to explore a myriad of options. An arts education exposes children to the incomparable. "In 2000, Boston University's Project Zero expanded upon Harvard's study and proved that students who study the arts seriously are taught to see better, to envision, to persist, to be playful and learn from mistakes, to make critical judgments and justify such judgments." As one of the original

LAUSD schools to participate in the Arts Prototype program, our teachers are trained in the background and delivery of arts instruction.

### **Music and Dance**

- The music curriculum at each grade level supports the English language arts, social studies, and science curricula while meeting the California State Music Standards.
- Students learn basic sheet music reading skills, recognition of auditory notes, and how to understand musical pacing.
- Students learn rhythm using sheet music, musical instruments such as maracas, tambourines, musical sticks, and drums, and are able to clap and sing in tempo.
- Since music training supports the brain's ability to process sights and sounds, it supports emergent literacy skills for all students. Researchers at Long Island University found that music instruction over a three-year period increased children's vocabulary and verbal sequencing ability, key components in the acquisition of reading and language skills. Since children are naturally drawn to music activities, music education may be a uniquely effective way to help develop their reading ability. (*Abigail Connors, early-childhood music specialist and author of 101 Rhythm Instrument Activities for Young Children, Gryphon House, 2004*)
- Music is based on mathematical principles and proportions and is integrated into lessons. When young children sing even the simplest songs, they unknowingly and effortlessly absorb elements of math—repeated, measured patterns of tones, rhythms, and words. Several studies have confirmed this link (“When children learn rhythm, they are learning ratios, fractions, and proportions.” Professor Gordon Shaw at the University of California, Irvine)
- Dance is integrated within our formal music program. Additionally, each grade level teacher will use appropriate State Standards in dance theory to instruct students in dances relevant to specific curriculum. For example, in the primary grades, students learn multicultural dances, levels of space, bodily spatial awareness, cross-lateral brain exercises, and free movement. Primary grade students learn how to appropriately express themselves and find a variety of ways to kinesthetically express new concepts across the curriculum
- A Multicultural Festival is held annually during which the students celebrate different cultures through music and dance

- Enrichment classes offered in music and dance include Armenian dance, hip hop, ballet, jazz, RockSTAR music education with drums, guitar, bass, keyboard, and song composition and writing

## **Visual Arts**

- Our Parent organization funds an additional arts specialist who works with all students providing art instruction that incorporates art history, appreciation, and technique.
- Students in all grade levels explore the elements of design: line, shape, form, space, color, and texture, aligned with the California State Standards and the developmental needs of each student.
- Cross-curricular art lessons include the principles of design: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity, making connections with math and science.
- Visual Art is taught with rigorous content to achieve state standards, challenge students to create their own works, and respond to works of art and the ideas they impart.
- Students learn an appreciation for art in all forms and from all cultures while exploring the use of different media.
- Art nurtures inventiveness as it engages children in a process that aids in the development of self-esteem, self-discipline, cooperation, and self-motivation.
- Students participate in arts related field trips to places such as The Getty Center, and Calabasas High School Performing Arts Center
- Students frequently participate in—and win—visual art contests that address social and environmental concerns (e.g., Department of Water and Power Conservation Awareness, Child Abuse Prevention, Lead Detection, etc.).
- Enrichment classes offer students classes in pottery, sewing, crafting, toy design, drawing, and painting

## **Theatre**

Students will learn how to utilize their bodies, voices, and imaginations as tools to understand character, portray conflict, deliver oral reports, bolster self-confidence, and improve self-awareness.

- Theatre is taught with rigorous content to achieve state standards
- Students use improvisation to assist in story-telling and to facilitate writing
- Theatrical techniques are integrated throughout the curriculum, fostering creativity and problem-solving skills
- Enrichment programs put on by Acting Out Performance Company (taught by a Castlebay parent educated in the arts) target theatre education through the production of plays such as “The Wizard of Oz” and incorporate elements such as improvisation, Shakespeare, Ancient Greece, Melodrama, and musical theatre, building upon skills in public speaking, self-esteem, focus, and teamwork.
- Students attend plays at school or during field trips, to enrich their theater arts experiences
- Curriculum design, methodologies, professional development topics, and materials are all aligned to the CCSS, Next Generation Science Standards, and English Language Development standards

## **Transitional Kindergarten**

Charter School shall comply with all applicable legal requirements and District policy 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.

Castlebay Lane Charter will be offering Transitional Kindergarten beginning the 2017-2018 school year. The early childhood educational program will build a bridge between

preschool years and traditional Kindergarten. The TK class will follow the full day schedule of traditional kindergarten with a 6 hour daily program during the 180 day school year. To be eligible for TK, the student must turn 5 years old between September 2 and December 2.

The program will build the whole child to acquire necessary social and academic skills for success. The program will be based on the California Kindergarten Common Core State Standards with focused instruction in early literacy and numeracy.

Students in TK will enjoy lunch and recess with their fellow Kindergarten friends and participate in all Kindergarten activities such as music, art, and motor skills development throughout the school year.

### **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. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

The Castlebay Lane Charter school year will operate on the LAUSD calendar with 180 days of instruction composing the school year.

### **Castlebay Lane Charter Bell Schedule:**

#### **Instructional Day**

Playground opens at 7:50 a.m.

Grade	Start/Dismissal	Recess	Lunch
K	8:11 a.m. - 2:34 p.m.	10:05 - 10:25 a.m. (rooms K3, K4, 1) 10:30 - 10:50 a.m. (rooms K1, K2)	12:35 - 1:15 p.m.
1	8:21 a.m. - 2:44 p.m.	10:05 - 10:25 a.m.	11:45 - 12:25 p.m.
2	8:21 a.m. - 2:44 p.m.	10:30 - 10:50 a.m.	12:10 - 12:50 p.m.
3	8:21 a.m. - 2:44 p.m.	10:05 - 10:25 a.m.	12:10 - 12:50 p.m.
4	8:21 a.m. - 2:44 p.m.	10:30 - 10:50 a.m.	12:35 - 1:15 p.m.
5	8:21 a.m. - 2:44 p.m.	10:05 - 10:25 a.m.	11:45 - 12:25 p.m.

#### **Banked Days (Tuesdays)**

Grade	Start/Dismissal	Recess	Lunch
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K	8:11 a.m. - 1:34 p.m.	10:05 - 10:25 a.m. (rooms K3, K4, 1) 10:30 - 10:50 a.m. (rooms K1, K2)	12:35 - 1:15 p.m.
1	8:21 a.m. - 1:44 p.m.	10:05 - 10:25 a.m.	11:45 - 12:25 p.m.
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3	8:21 a.m. - 1:44 p.m.	10:05 - 10:25 a.m.	12:10 - 12:50 p.m.
4	8:21 a.m. - 1:44 p.m.	10:30 - 10:50 a.m.	12:35 - 1:15 p.m.
5	8:21 a.m. - 1:44 p.m.	10:05 - 10:25 a.m.	11:45 - 12:25 p.m.

### **Minimum Days**

Grade	Start/Dismissal	Brunch/Lunch
K	8:11 a.m. - 12:44 p.m.	11:20 - 11:40 a.m.
1	8:21 a.m. - 12:54 p.m.	10:30 - 10:50 a.m.
2	8:21 a.m. - 12:54 p.m.	10:55 - 11:15 a.m.
3	8:21 a.m. - 12:54 p.m.	10:55 - 11:15 a.m.
4	8:21 a.m. - 12:54 p.m.	11:20 - 11:40 a.m.
5	8:21 a.m. - 12:54 p.m.	10:30 - 10:50 a.m.

### **Mathematics Placement Act**

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

### **High School Exit Examination**

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

### **WASC Accreditation**

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

### **PROFESSIONAL DEVELOPMENT**

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

Professional development at Castlebay Lane Charter is guided by student data, student needs, and teacher input through the Instructional Leadership Team grade level Chairs. Teachers have various opportunities throughout the year to provide feedback and provide insights of what professional development they are in need. After reviewing student data and input from teachers, the school's instructional leadership team participates in the planning and selection of academic goals and professional development for the upcoming school year.

Throughout the school year professional development goals are revised as new data and information is shared by various stakeholders. The coordinator of the school attends monthly Instructional Leadership Team Collaboration meetings, offered by the district, to obtain information on district initiatives. In addition, recommendations are received by various groups such as the Curriculum Committee, the SSC/Governance Board, ELAC, and the Instructional Leadership Team of the school.

The goal at Castlebay Lane Charter is to provide professional development that supports the continued learning and implementation of research based instructional strategies that will facilitate academic achievement for all students including English Learners, Special Education Students, and GATE students. These instructional strategies support access to Common Core State Standards, Next Generation Science Standards, and English Language Development standards. Professional development also provides best pedagogical practices on how to effectively differentiate instruction for various learners.

## **MEETING THE NEEDS OF ALL STUDENTS**

### **English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Castlebay Lane Charter follows the English Learner Master Plan program. We inform parents of the different Master Plan Program options as they enroll their children into our school. After looking at the Home Language Survey, students who meet the criteria are administered the CELDT or ELPAC. Once students are identified as English Learners, they are placed into the appropriate classroom based on the Master Plan. The EL coordinator provides professional development to EL teachers on Designated

ELD and Integrated ELD. The EL coordinator monitors the implementation of ELD in the classroom through on-going classroom observations.

English Learners at Castlebay Lane Charter are monitored throughout the school year by the EL Coordinator to ensure they are making adequate academic progress. English Learners are expected to achieve academic success in both language arts and math. Our goal is to have our English Learners be proficient in English and meet grade-level standards. Different data is used to monitor the progress of these students. Students are expected to progress 1 CELDT level per year (AMAO 1). They are also expected to score in the proficient level on the CELDT (AMAO 2). Foundational Skills in English are assessed and monitored using the DIBELS assessment. This data is reviewed 3 times a year. In addition, SBAC results for English Learners and redesignated English Learners is reviewed. The EL coordinator uses the MISIS and My DATA systems to monitor progress.

When English Learners are not making adequate progress, Castlebay Lane Charter provides intervention opportunities for students. The EL coordinator meets with EL teachers to discuss the specific areas of need. Intervention is organized to support student achievement towards meeting the goals of reclassification. English Learners that are long term are monitored and given opportunities for intervention based on their specific needs.

English Learner data is shared with all stakeholders through the SSC/Governance Board, ELAC, and teacher professional development meetings. The data is used to guide our Single Plan of Student Achievement and L-CAP goals.

### **Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

Castlebay Lane Charter has many students that engage in higher level thinking discussions and who think critically when solving problems. They have the ability to achieve beyond grade level standards. In second grade, all students are tested for gifted identification in high achievement using the Otis-Lennon School Ability Test (OLSAT-8). The results of this test, along with teacher input, are analyzed to determine if students should be considered for the Intellectual test. Teachers are encouraged to screen students within the first semester of school. The GATE coordinator monitors the



referral process and completes all necessary paperwork that needs to be sent in. In addition, the Gate coordinator monitors student data to determine which students can be identified gifted through high achievement and specific academic ability based on SBAC scores. Teachers are encouraged to refer students for other categories such as visual, performing arts, creative ability, and leadership ability.

GATE Teachers at Castlebay Lane Charter are required to take 16 hours of professional development specific to Gifted education. These teachers form a committee in which best practices are shared throughout the year. The GATE Coordinator assists in providing professional development and bringing presenters that will provide support for Gifted instruction.

Student progress in the GATE program will be monitored using various assessment tools such as SBAC, District Interim Assessments, TRC, DIBELS, teacher observations and unit tests. The GATE coordinator will also monitor quality of work and rigor GATE students are producing and assignment and task being offered by the GATE teachers.

### **Students Achieving Below Grade Level**

Students achieving below grade level are identified based on various data such as DIBELS, TRC, and SBAC. Other assessments given in the classroom, as well as teacher observations, is also considered. Students performing below grade level are brought to the Student Support and Progress Team (SSPT) where data such as scores and student work samples are analyzed. The SSPT includes the referring teacher, parent of the student being discussed, coordinator, school psychologist, and other teachers. Strengths and weaknesses of the student are discussed as well as supports that can be put in place to meet the need of the student.

Interventions are provided to students who are achieving below grade level. Some interventions provided are:

- After-school intervention for Language Arts or math
- Access to the Learning Lab
- School-based counseling services
- After-school tutoring
- Pull out intervention for foundational skills
- Small group intervention in class with the teacher
- One on One intervention in class with teacher

Students achieving below grade level will be monitored using various assessment tools such as DIBELS, TRC, SBAC, Interim Assessments, unit tests, reports card grades and teacher observations. Teacher and parent conferences will be held as needed to discuss concerns and ensure academic progress is being made.

### **Socioeconomically Disadvantaged Students**

Although we only have only 14% of socioeconomically disadvantaged students, Castlebay Lane Charter provides support for this at risk population. These students are identified through the family qualification for free and reduced meal program. Castlebay Lane Charter provides equal opportunities for the students in this program. Some opportunities are:

- School psychologist for counseling
- Assistance with academic materials and supplies
- Access to field trips
- Enrichment instruction including weekly music lessons, art lessons, and computer instruction

The school will monitor the progress of socioeconomically disadvantaged students through assessment results in SBAC, DIBELS, TRC, Interim Assessments, and teacher observations.

### **Students with Disabilities**

#### **Special Education**

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

#### **Conversion Affiliated Charter**

#### **1. District Affiliated Charter School's Special Education Responsibilities**

##### **a. General Requirements**

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School

will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review ("DVR").

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

**b. Transferring Students**

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

**c. Assessments**

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

**d. Alternative Placements**

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

**e. Least Restrictive Environment**

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

**f. Staffing Requirements**

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

**g. Student Discipline/Inclusion**

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of

cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

## **2. Procedural Safeguards/Due Process Hearings**

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

## **3. Complaints**

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

#### **4. Funding of Special Education**

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

#### **5. District Responsibilities Relating to District Affiliated Charter School Special Education Program**

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

#### **\*Modified Consent Decree Requirements**

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

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

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

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

### **Students in Other Subgroups**

In order to meet the needs for our Foster Youth and Standard English Learners, teachers and administrators follow the protocol for referral services. There is a deep understanding of the importance of making sure these students are being provided with the resources and support needed to access the curriculum. The Foster Youth Achievement Program within LAUSD is a comprehensive program which provides counseling services to students and their families; conducts thorough academic assessments; works with children's social workers to ensure school stability; expedites and assists with enrollment and transfers; locates District services and community resources; and identifies best practices for students living in foster care.

The EL Designee and teachers work together to identify Standard English Learners. Teachers and support staff are culturally and linguistically responsive and sensitive to the unique needs of SELs, due to their use of ethnic specific nonstandard dialects. Castlebay Lane Charter infuses the history and culture of each student into the curriculum and builds upon the experiences that each student brings to our school environment.



Standardized test scores, DIBELS, CELDT, attendance data, teacher observations, teacher-parent conferences, and report card grades help monitor the progress of the students in these subgroups.

### **“A TYPICAL DAY”**

Castlebay Lane Charter School uses a banked-time schedule which meets the required-minutes schedule of the State of California. A typical day begins at 8:11 a.m. for students in kindergarten and 8:21 a.m. for students in first through fifth grades. Dismissal time on Monday, Wednesday, Thursday, and Friday is at 2:34 p.m. for students in kindergarten and 2:44 p.m. for students in first through fifth grade. On Tuesday, dismissal time is at 1:34 p.m. for kindergarten and 1:44 p.m. for the rest of the students in order to allow for staff meetings and professional development. Students receive rigorous, standards-based language arts, ELD, and mathematics instruction during the morning hours. The remainder of the day is devoted to a rigorous standards-based program in science, social studies, the arts, physical education, and health. Students visit the computer lab and science lab to get hands on experiences on a weekly basis.

On a typical day, you will see technology enhancing teaching and learning. Students use computers, laptops, and tablets as tools for learning and demonstrating what they have learned. Teachers utilize document cameras and/or projectors along with laptops and tablets in the classroom to enhance instruction.

The arts are a big part of instruction at Castlebay Lane Charter School. All students participate in drama, visual arts, and music, which utilize oral language and writing standards as the basis of the program. Teachers and students throughout all grade levels use drama to bring literature to life. The [Chicago Tribune](#) (2/29/12, Ahmed-Ullah, 463K) reported on a study conducted by Loyola University and the non-profit organization Changing Worlds. Its results indicated that arts programming "was a factor leading to improved standardized test scores at three schools in Chicago over three years," marking the latest study to urge more arts education in Chicago Public Schools. After tracking test scores of 95 children participating in Changing Worlds' Literacy and Cultural Connections program, researchers found that "fourth graders who started with the program in 2009 saw an 11.5 percentage point gain in composite test scores meeting or exceeding state standards by the time they finished the arts program in sixth grade in 2011. They also scored on average more than 11 percentage points higher than fourth through sixth graders at the same school who did not take part in the program, according to the study."

On a typical day, you will see students learning in whole group settings, small group settings, and individually, in targeted instruction with the classroom teacher. Aides, under the direction of the classroom teacher, can be seen assisting with instruction and promoting learning on a daily basis through small group instruction and helping to scaffold curriculum for struggling students.

One can see students performing dance routines or rehearsing for a dramatic or oral presentation. Parents and community members play a big part in our school day. They can be seen working with student groups, acting as mentors in our arts, as well as providing invaluable support to the school on a daily basis. We are fortunate to have parents with expertise in a variety of subject areas that enhance students' learning.

### **Castlebay Lane Charter Bell Schedule:**

#### **Instructional Day**

Playground opens at 7:50 a.m.

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4	8:21 a.m. - 1:44 p.m.	10:30 - 10:50 a.m.	12:35 - 1:15 p.m.
5	8:21 a.m. - 1:44 p.m.	10:05 - 10:25 a.m.	11:45 - 12:25 p.m.

#### **Minimum Days**

Grade	Start/Dismissal	Brunch/Lunch
K	8:11 a.m. - 12:44 p.m.	11:20 - 11:40 a.m.
1	8:21 a.m. - 12:54 p.m.	10:30 - 10:50 a.m.
2	8:21 a.m. - 12:54 p.m.	10:55 - 11:15 a.m.
3	8:21 a.m. - 12:54 p.m.	10:55 - 11:15 a.m.
4	8:21 a.m. - 12:54 p.m.	11:20 - 11:40 a.m.
5	8:21 a.m. - 12:54 p.m.	10:30 - 10:50 a.m.

## **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).)*

### **STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District.

### **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 work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP), as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

Castlebay Lane Charter believes in meeting the needs of all students. We focus on analyzing various data to determine what those needs may be. The Instructional Leadership Team works collaboratively on creating goals and planning purposeful professional development and intervention programs that will support the academic achievement of all our students. We have high expectations for our students and are constantly participating in professional learning communities in which teachers share best practices as well as content knowledge expertise. The administrators and coordinator at the school monitor the progress of students and provide support for sharing best practices in instruction.

### **MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Castlebay Lane Charter students will take the Smarter Balanced Assessment Consortium in the spring. Fifth grade students will also take the new science assessment that is aligned to the Next Generation Science Standards. English Learners at Castlebay Lane Charter will take the annual CELDT assessment or the ELPAC assessment when available.

The above summative assessments will be monitored throughout the year to identify specific needs of students, to guide instructional changes in the classroom, and for the development of intervention programs. The assessment data will also be used to select appropriate professional development that will provide support for our teachers to meet the needs of the students more effectively.

#### **Measurable Goals:**

- SBAC scores in ELA will be in the top 10% or higher in the district
- Subgroups will exceed the benchmark score
- 85% of students will achieve Standards Met or Standards Exceeded on ELA Smarter Balanced Assessment.
- 85% of students will achieve Standards Met or Standards Exceeded on MATH Smarter Balanced Assessment.
- 85% of students will score Proficient or Advanced on the new science assessment that is aligned to the Next Generation Science Standards.
- English Learner students will grow by 1% each year on the AMAO 1-CELDT annual growth or ELPAC.
- 85% of students will have 96% or higher attendance.

## **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Castlebay Lane Charter will utilize standardized formative assessments which include, but are not limited to: DIBELS Reading Assessments (3 times a year), District Interim Assessments (2-3 times a year), Interim Assessment Blocks (various times a year), Language Arts and Math assessments that align with the programs used by the school.

The following are Castlebay Lane Charter's achievement goals:

- 85% of students in K-2 will achieve Benchmark on the End-of-Year DIBELS assessment
- 85% of students in 3-5 will achieve Proficient on our ELA and Math District Interim Assessments

Castlebay Lane Charter will also use authentic formative assessments such as student work samples, teacher observations, rubrics, and teacher created tests. These assessments will be used to better evaluate the academic progress of students.

## **DATA ANALYSIS AND REPORTING**

Castlebay Lane Charter analyzes data throughout various times of the year. This data is used to monitor the school's overall progress, to guide instruction to meet the needs of all students, to create effective intervention, and to establish future goals. Some specific examples of this are:

- Academic needs of students are identified during professional development as this information becomes available. Teachers discuss the implications of specific data and work collaboratively to make instructional changes to their lessons.
- Data is used to identify the specific needs of students and intervention is prioritized to meet those needs
- Data is shared with various stakeholders at SSC/Governance Meetings, ELAC meetings, and at Professional Development, to develop school wide goals for academic achievement

- Assessment results are shared with parents throughout the year
- Reports are viewed and monitored by administrators and coordinator throughout the year

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

## 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 a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.



## **LEGAL AND POLICY COMPLIANCE**

As a District affiliated charter school, Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, 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 notify parents, guardians, and staff 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**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

## **RESPONDING TO INQUIRIES**

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

If an allegation 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 shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

### **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.

## **STAKEHOLDER INVOLVEMENT**

Parents play a very vital and active role in our school, and their involvement is the key to success at Castlebay Lane Charter. The collaboration between parents and educators enables us to all work towards one common goal: increasing students' positive outcomes. While parents are and continue to be involved in all levels of decision-making at Castlebay Lane, their primary role is to help us fulfill our goal of providing an enriched education experience for all children. Involvement in the Governance Council and its various Standing/Ad Hoc Committees provides for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of our students.

In addition to having a voice on the Governance Council, all parents are given the opportunity to participate and be involved in their child's education. Our Welcome Packet given to each student at the start of each school year outlines the various volunteer opportunities throughout the year. These opportunities include informative Room Parent Orientations, a Welcome Back Picnic, Back-to-School Night, Open House, parent education meetings for CCSS ELA/Math/Science and SBAC Updates, GATE Informative meetings, Parent/Teacher/Student Surveys, Parent Teacher Conferences, parent participation in the classroom, Math Night, Science and Engineering Night, and Literacy Night. Castlebay Lane Charter announces these opportunities through weekly Connect-Ed messaging, our website, and hard copy flyers via students' backpacks. Included in the Welcome Packet is the Student-Parent-Teacher Handbook, which outlines the responsibilities of all three parties for providing the best education possible for each student.

It is essential that parents, students, and teachers have a strong and collaborative relationship and regularly communicate. Along with parent organizations such as PATH, parents have access to school facilities through Coffee with the Principal and various community meetings that come up from time to time. In addition, parents are given multiple opportunities to become active participants by volunteering their time at the school. The principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following; volunteering in the classroom/school, small group assistance, attending parent-teacher conferences, attendance at charter school meetings, participation in planning and attending of fundraising activities.

The School Site Council and the Governance Board members, which is made up of 6 parents, 4 teachers, 1 administrator, and 1 classified, meet monthly to discuss the school's vision and mission, assess needs based on the data, receive recommendations from ELAC, make budgetary decisions and ensure the Single Plan for Student Achievement is being implemented. The development of LCAP and all annual updates are discussed and decided as one collaborative body. All stakeholders are invited to attend these monthly meetings through emails, connect-ed calls, website calendar, and posting of flyers in the main office.

### **FEDERAL PROGRAM COMPLIANCE**

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

## 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.

### STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

## **CERTIFICATED PERSONNEL**

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

## **CLASSIFIED PERSONNEL**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

## **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).)*

### **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency preparedness, including but not limited to the required creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Safe School Plan), and keep it readily available for use and review upon District request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its administrators, other staff, 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**

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.



## 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 shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

## ELEMENT 8 – ADMISSION REQUIREMENTS

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

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment

prior to the school's conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School's lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

**Student Recruitment** Efforts will be made to publicize opportunities for students with disabilities, students who are academically low-achieving, and economically disadvantaged students. Parents interested in sending their child(ren) to Castlebay Lane Charter are encouraged to visit the school's website, sign up for a tour, and make an appointment with the school office to learn more about the program and what opportunities there are for their child. Castlebay Lane has also participated in Steam Fest with the local district, showcasing and highlighting the programs offered to the community. Additionally, there are many school events open to the community such as Movie Night, Family Fun Day, Open House, and Star Gazing Night.

### **Lottery Preferences and Procedures**

If the number of students who apply to Charter School exceeds the school-wide operational capacity, a public random drawing/lottery will be conducted. Resident students and currently enrolled students shall have preference so as to be exempt from the lottery. The lottery will have the following order of preferences:

- Resident students, who live within the attendance boundaries of the school, shall have first admission preference and thus are deemed exempt from the lottery.
- Prospective students who (1) are siblings of students enrolled in grades K-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have second admission preference.
- All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have third admission preference.

Charter Lottery Application is available beginning April 3, 2017-May 26, 2017. All completed applications must be hand delivered to the school office by May 26, 2017 by

4:30 pm for the 2017-2018 school year. Notification of the application period will be communicated via school marquee, school tours (twice in spring), website, and principal's connect-ed messages. Applications can be picked up from the school office or downloaded from the website.

Public drawing will occur on May 31<sup>st</sup>, 2017 at 11:00 am in the Multi-Purpose Room. Applicants are notified and welcomed to observe the drawing. . The principal will draw names of students that have applied for lottery. Names of students will then be recorded with a lottery number assigned.

Once the public drawing is completed, the list will be used to fill any future vacancies. With every vacancy that occurs, families will be notified by a phone call and offered a seat. Families will then have 48 hours to accept or decline the seat. If accepting, parents/guardians will need to come to the school office and fill out an enrollment packet. If a family declines the spot, the next student on the list will be offered the seat.

### **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

### **MAGNET PROGRAM**

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

### **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. Charter School shall comply with all applicable state law and related District policies and procedures 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.

## **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, if any, set forth in this Charter.

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

## **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.

## **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).)*

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

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

### **GENERAL PROVISIONS**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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 staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. 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 implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

### **STUDENTS WITH DISABILITIES**

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

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall 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 Charter School's failure to implement 504 Plan?

### **NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

### **READMISSION**

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

### **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).)*

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

## 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).)*

Students 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 student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.





## 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).)*

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

## 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).)*

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:	Castlebay Lane Charter Elementary School c/o School Principal 19010 Castlebay Lane Porter Ranch, CA 91326
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To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
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- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by

personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, 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 cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

## 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).)*

### CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

### REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

### **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

### **CLOSURE PROCEDURES**

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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.

## **Additional Provisions**

### **FACILITIES**

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.

### **FISCAL MATTERS**

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

## **ADDENDUM**

### **District Required Language for District Affiliated Charter School Petitions (New and Renewal) and Material Revisions**

#### **ASSURANCES, AFFIRMATIONS, AND DECLARATIONS**

Castlebay Lane Charter (also referred to herein as “Castlebay Lane Charter”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in 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 students 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 the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School 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.

NOTE: This Charter contains specific "District Required Language" (DRL), including the Assurances, Affirmations, and Declarations 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) Requirements**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended 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 annual update.” (Ed. Code § 47606.5(e).)

### **Curriculum and Instruction**

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

### **Transitional Kindergarten**

Charter School shall comply with all applicable legal requirements and District policy 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.

## **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. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

## **Mathematics Placement Act**

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

## **High School Exit Examination**

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

## **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

## **MEETING THE NEEDS OF ALL STUDENTS**

### **English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

## **Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

## **Students with Disabilities**

### **Special Education**

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

### **Conversion Affiliated Charter**

#### **1. District Affiliated Charter School's Special Education Responsibilities**

##### **a. General Requirements**

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

#### **b. Transferring Students**

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with federal and state law and District policies and procedures.

#### **c. Assessments**

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend

further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

**d. Alternative Placements**

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

**e. Least Restrictive Environment**

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School

general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

**f. Staffing Requirements**

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

**g. Student Discipline/Inclusion**

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD

reports indicating range of services and number of students served at individual District affiliated charter schools.

## **2. Procedural Safeguards/Due Process Hearings**

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

## **3. Complaints**

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

## **4. Funding of Special Education**

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

## **5. District Responsibilities Relating to District Affiliated Charter School Special Education Program**

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.



To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

### **\*Modified Consent Decree Requirements**

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

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

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

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is

referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

## **ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

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

### **STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District.

### **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 work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP), as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

### **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

## 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 a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

## **LEGAL AND POLICY COMPLIANCE**

As a District affiliated charter school, Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, 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 notify parents, guardians, and staff 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**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

## **RESPONDING TO INQUIRIES**

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

If an allegation 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 shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

## **NOTIFICATION OF THE DISTRICT**

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

## **STUDENT RECORDS**

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

## **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 District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

## **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.

## **STAFFING**

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

### **CERTIFICATED PERSONNEL**

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

### **CLASSIFIED PERSONNEL**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)



## **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).)*

### **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency preparedness, including but not limited to the required creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Safe School Plan), and keep it readily available for use and review upon District request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its administrators, other staff, 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**

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

## **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

## 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 shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

## ELEMENT 8 – ADMISSION REQUIREMENTS

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

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment

through an admission preference in Charter School's lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

### **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

### **MAGNET PROGRAM**

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

### **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. Charter School shall comply with all applicable state law and related District policies and procedures 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.

## **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, if any, set forth in this Charter.

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

## **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.

## 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).)*

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

## ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

### GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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 staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. 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 implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

### STUDENTS WITH DISABILITIES

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



Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall 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 Charter School's failure to implement 504 Plan?

### **NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

### **READMISSION**

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

### **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).)*

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

## 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).)*

Students 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 student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school's charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student's school district of residence in accordance with applicable law and that school district's policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school's charter.

## 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).)*

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

## 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).)*

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:                      Castlebay Lane Charter  
   c/o School Principal  
   19010 Castlebay Lane  
   Porter Ranch, CA 91326

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be

deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, 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 cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

## **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).)*

### **CLOSURE ACTION**

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

### **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

### **CLOSURE PROCEDURES**

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.



Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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.

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.

### **FISCAL MATTERS**

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.