



LOS ANGELES UNIFIED SCHOOL DISTRICT

Castlebay Lane Charter

A DISTRICT AFFILIATED CHARTER SCHOOL
19010 Castlebay Lane, Porter Ranch, CA 91326

Renewal Charter Petition

Submitted
MARCH 5, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2031

TABLE OF CONTENTS

Assurances, Affirmations, and declarations	1
Element 1 – The Educational Program	4
Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	74
Element 4 – Governance	79
Element 5 – Employee Qualifications	84
Element 6 – Health and Safety Procedures	85
Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners, including redesignated fluent english proficient Pupils Balance	86
Element 8 – Admission Policies and Procedures	86
Element 9 – Annual Financial Audits	93
Element 10 – Suspension and Expulsion Procedures	93
Additional Provisions	99

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Castlebay Lane Charter Elementary School (also referred to herein as “Castlebay Lane”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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(c)(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(c)(5)(A)(iii).)

GENERAL INFORMATION

• The name and title of the contact person for Charter School is:	<i>David Price</i>
• The contact address of Charter School is:	<i>19010 Castlebay Lane, Porter Ranch, CA 91326</i>
• The contact phone number for Charter School is:	<i>818-360-1909</i>
• Charter School is located in LAUSD Board District:	<i>3</i>
• Charter School is located in LAUSD Region:	<i>North</i>
• The grade configuration of Charter School is:	<i>TK-5</i>
• The number of students in the first year of this charter term will be:	<i>665</i>
• The grade level(s) of the students in the first year will be:	<i>TK-5</i>
• Charter School's scheduled first day of instruction in 2025-2026 is:	<i>August 11, 2025</i>
• The current operational capacity of Charter School is: 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 a Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	<i>701</i>
• 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 (e.g. daily hours) for Charter School will be:	<i>MWThF</i> <i>Grades TK-K:</i> <i>8:11 a.m. - 2:34 p.m.</i> <i>(Tues dismissal 1:34 p.m.)</i> <i>Grades 1-5:</i> <i>8:21 a.m. - 2:44 p.m.</i> <i>(Tues dismissal 1:44 p.m.)</i>
• The term of this Charter shall be from:	<i>July 1, 2025-June 30, 2031</i>
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	

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 Charter currently serves over 650 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 short-lived Gold Ribbon Award from the State of California (awarded between 2015-17), for our innovative Science and Engineering practices. Additionally, our school was recognized by LAUSD for our Highly Rated Arts Program. In 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. Castlebay was also a California Distinguished STEAM School in the year 2018.

It is important to note that our school has maintained academic excellence, despite the 2019-2020 global pandemic and stay-at-home orders. According to the California Dashboard, students academic achievement on the Spring 2024 Smarter Balanced Assessment (SBA) shows that Castlebay students are meeting and exceeding standards in ELA and Math at higher levels than before the pandemic whereas students throughout California have yet to return to pre pandemic levels. Moreover, Castlebay students have consistently scored much higher than the state average in both English Language Arts and Mathematics (see Table 1).

Distance from Standard on the Smarter Balanced Assessment (SBA) at Castlebay Lane Charter and California, 2017-2024 (California Dashboard, 2024). Data

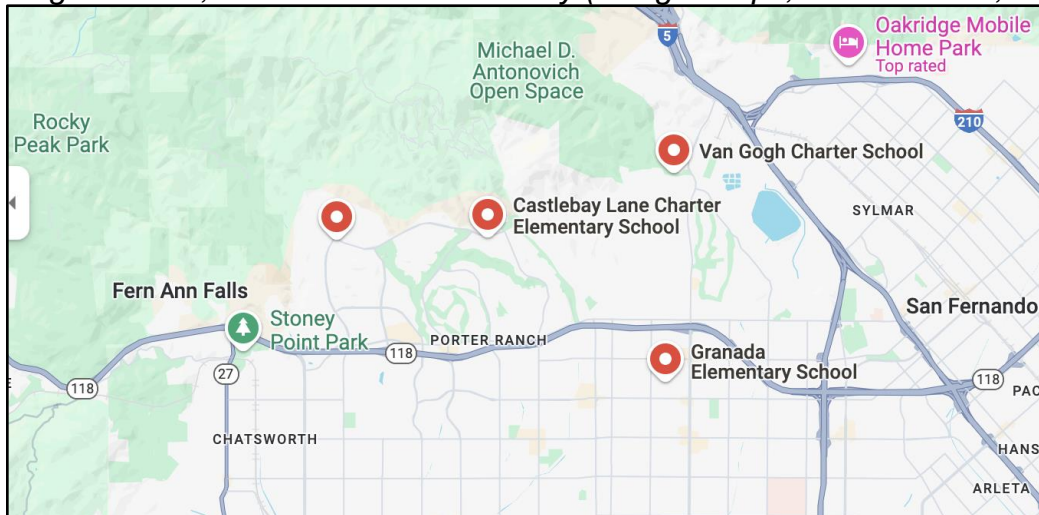
Year	English Language Arts, Castlebay	English Language Arts, California	Mathematics, Castlebay	Mathematics, California
2017-2018	48.3	-6	33.8	-36.4
2018-2019	42.9	-2.5	33.3	-33.5
2019-2021	no data	no data	no data	no data
2021-2022	65.5	-12.2	43.7	-51.7
2022-2023	55.5	-13.6	44.3	-49.1
2023-2024	50.7	-13.2	48.2	-47.6

According to the US World News Report, Castlebay is rated as #297 in California Elementary Schools, #22 in Los Angeles Unified School District, and #20 in California Charter Elementary Schools, based on Spring 2024 academic data as reported on the California Dashboard with an overall score of 94.72/100, whereas 73% of students in grades 3-5 scored at or above proficiency in Mathematics and 78% for Reading/English Language Arts.

In contrast, neighboring elementary schools, Granada Elementary and Van Gogh Charter, both located in Granada Hills, ranked #4204 and #541, respectively, in California Elementary Schools, and #368-490 and #38, respectively, in Los Angeles Unified. Van Gogh ranked as #37 in California Charter Elementary Schools, in contrast to Castlebay's #20 California Charter Elementary Schools Ranking. Porter Ranch Community, the elementary school closest in proximity to Castlebay with similar socioeconomic demographics, ranked marginally higher at #275 for California Elementary Schools and #20 in Los Angeles Unified. (Retrieved December 19, 2024 from <https://www.usnews.com/education/k12/california/castlebay-lane-charter-240531>, <https://www.usnews.com/education/k12/california/granada-elementary-242664>, and <https://www.usnews.com/education/k12/california/van-gogh-charter-248796>).

To better highlight the similarities and differences between Castlebay, Porter Ranch Community, Van Gogh Charter, and Granada Hills, it is important to note the proximity of the schools and demographics represented. Image 1 shows a map with each of the four schools noted by the red dots. Table 2 (below) notes the demographics, including enrollment, student groups, and race/ethnicity.

Proximity map of Castlebay Lane Affiliated Charter, Porter Ranch Community School, Van Gogh Charter, and Granada Elementary (Google Maps, December 19, 2024).



Demographics at Castlebay Lane Charter, Van Gogh Charter, Granada Elementary on Census Day (California Dashboard, 2024)

Demographics	Castlebay Lane Charter	Porter Ranch Community	Van Gogh Charter	Granada Elementary
Student Group				
Grades	TK-5	TK-8	TK-5	TK-5
Enrollment	637	1,396	433	350
English Learners	4.1%	4.4%	8.8%	19.7%
Foster Youth	4.1%	0.2%	8.8%	0.3%
Homeless	0.5%	no data	0.2%	1.4%
Socioeconomically Disadvantaged	22.4%	18.4%	40.2%	89.4%
Students with Disabilities	7.4%	7.7%	8.5%	18.3%
Race/Ethnicity				

African American	2.7%	4.2%	3.2%	4.3%
Asian	18.1%	34.2%	4.8%	4.9%
Filipino	2.2%	3.7%	3.7%	5.7%
Hispanic	19.3%	15.2%	40.2%	59.1%
Two or More Races	4.7%	6.9%	2.8%	3.1%
Pacific Islander	no data	no data	0.2%	no data
White	42.1%	23.8%	37.6%	14%

Distance from Standard on the Smarter Balanced Assessment (SBA) in ELA at Castlebay Lane Charter, Porter Ranch Community, Van Gogh Charter, and Granada Hills Elementary, 2017-2024 (California Dashboard, 2024).

Year	Castlebay Lane Charter	Porter Ranch Community	Van Gogh Charter	Granada Elementary
2017-2018	48.3	72.3	41.4	-13.7
2018-2019	42.9	77.8	35.8	-6.1
2019-2021	no data	no data	no data	no data
2021-2022	65.5	70.4	38.2	-27.3
2022-2023	55.5	65.4	52.5	-28.2
2023-2024	50.7	69.6	45.8	-28.1

Distance from Standard on the Smarter Balanced Assessment (SBA) in Mathematics at Castlebay Lane Charter, Porter Ranch Community, Van Gogh Charter, and Granada Hills Elementary, 2017-2024 (California Dashboard, 2024).

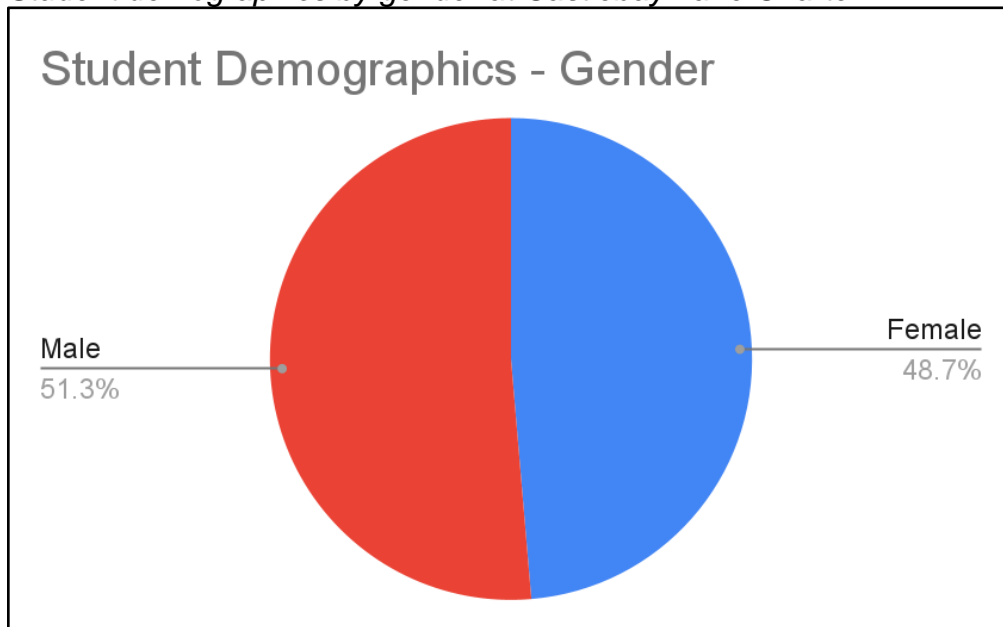
Year	Castlebay Lane Charter	Porter Ranch Community	Van Gogh Charter	Granada Elementary
2017-2018	33.8	64.4	22.7	-28.3
2018-2019	33.3	69.7	13.9	-23.6
2019-2021	no data	no data	no data	no data
2021-2022	43.7	37.5	19.7	-41.9
2022-2023	44.3	43.9	29.6	-46.9
2023-2024	48.2	56.9	35.6	-33.2

The data suggests that the academic program at Castlebay Lane Affiliated Charter has shown success for supporting the school community and maintaining academic excellence. Castlebay Lane Charter regularly outperforms neighboring TK-5 schools on the Smarter Balanced Assessment in both English Language Arts and Math since the 2017-2018 school 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 21st century.

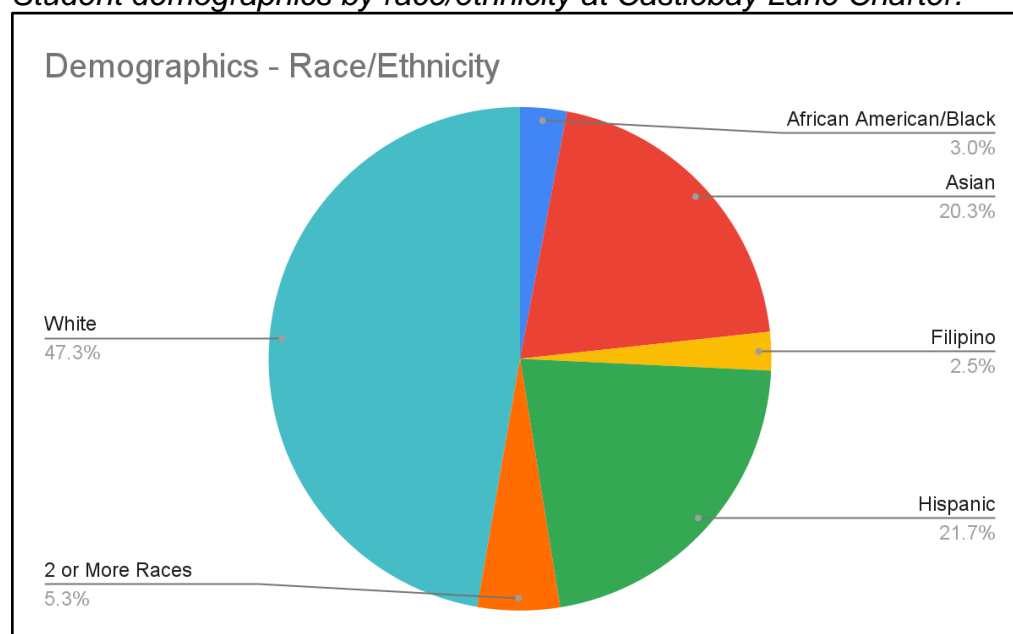
STUDENT POPULATION TO BE SERVED

Castlebay Lane Charter School currently serves 666 students from Transitional Kindergarten to fifth grade. 646 students reside within the residential boundary while 19 were selected through the lottery process for the 2024-2025 school year. Our student body is ethnically, racially, linguistically, and economically diverse.

Student demographics by gender at Castlebay Lane Charter.



Student demographics by race/ethnicity at Castlebay Lane Charter.



English Learners - As of December 19, 2024, the English learner population is currently 24 or 3.6% of the student population. Of this number of English learners, 20% (n=5) are considered newcomers. The percentage of students who have progressed at least one English Language Acquisition Indicator (ELPI) level at a higher rate than the baseline level of 43.8% in 2019 during the stay at home orders. Namely, students made ELPI at 70%, 68.8%, and 66.7% (Spring 2022, 2023, 2024, respectively). For comparison to our neighboring schools, ELPI is noted below on Table 5, below. While the data indicates that our student ELP has decreased slightly between 2022 and 2024, the progress indicator is aligned to the State of California's pattern of achievement and is consistently 20% or greater than the state averages and our neighboring schools post-pandemic. This shows our commitment to the success of our targeted instruction and support provided to all English learners.

ELPI by school including data from the State of California, Castlebay, Porter Ranch Community School, Van Gogh Charter, and Granada Elementary.

Year	California	Castlebay Lane Charter	Porter Ranch Community	Van Gogh Charter	Granada Elementary
2019	43%	43.8%	29.2%	56.3%	53.1%
2022	47.5%	70%	39.5%	no data	46.4%
2023	46.4%	68.8%	61.2%	57.1%	59.5%
2024	43.8%	66.7%	61.3%	50%	46.5%

Gifted and Talented Education (GATE) - Castlebay Lane Charter continuously screens for potential GATE students in the intellectual and performing arts categories. As of March 1, 2025, there are 101 students identified as gifted and talented, which makes up 15.3% of our

student population. This figure is more than double the district's goal school identification rate of 6%.

Teachers and administration place an emphasis on providing differentiated instruction aimed at supporting the unique needs of our students identified as potential GATE students. Teachers utilize the Sandra Kaplan Depth and Complexity icons and prompts in daily instruction, student based project learning, and blended learning. Students are clustered in classrooms and within classes, aligned with LAUSD GATE policy to provide high-quality differentiated opportunities for learning that meet students' unique abilities and talents.

Castlebay teachers attend GATE conferences, professional development, and collaborate weekly with colleagues to strengthen the instructional program, and students have the opportunity to explore interests through our robust afterschool enrichment program.

GOALS AND PHILOSOPHY

Mission and Vision

Enter school-specific provisions 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

Together We Are Better

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 21st 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
- Values cultural and linguistic diversity through differentiated instruction tailored to the individual needs and interests of all students
- 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 here

What It Means to be an “Educated Person” in the 21st Century

Enter school-specific provisions Castlebay Lane Charter believes an educated person of the 21st century is versatile, creative, and collaborative, 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 21st century is prepared for a globally interconnected, multicultural world. Being a part of the continually evolving technological age, an educated person of the 21st century is willing to explore, innovate, collaborate, and learn.

Students at Castlebay Lane Charter will take responsibility for their own learning through a growth mindset. 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 interpersonal and intrapersonal relationships.

Castlebay Lane Charter 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 21st 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 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 will continue to serve as an academic arena to develop a passion for lifelong learning in all children. Classroom instruction takes 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 by using technology as a tool, participating in enrichment classes,

STEAM activities, practicing schoolwide positive behavior and restorative practices, and applying the latest educational approaches that allow for the highest potential to be reached by all students.

Highly-qualified, well-trained teachers, support personnel, innovative instruction, and diverse classrooms will provide ideal opportunities for every child to be reached and reinforced in their 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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)	
GOAL #1	
Proficiency for All Castlebay will annually maintain or increase the number of students achieving proficiency level or above as measured by the CAASPP SBA (ELA and Mathematics) and CAST while increasing the Distance from Standard (DFS) as reported on the California Dashboard (CA Department of Education). The school will continue to meet or exceed state targets schoolwide for all numerically significant subgroups, as required by law and charter.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" 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: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Provide training for certificated staff on CCSS implementation strategies for ELA and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem solving, and real-world application • Provide or obtain training for certificated staff on NGSS implementation strategies for Science, including lesson design and delivery, with a focus on critical thinking, problem-solving and real world application • Provide opportunities for teacher collaboration in planning for CCSS and NGSS lessons, and designing networked improvement cycles aimed at increasing student achievement • Provide opportunities for teacher peer observation in facilitating lesson delivery and improvement (e.g., PDSA, Instructional Rounds) • Implement strategies presented in professional development (e.g., Depth and Complexity Prompts, Project-Based Learning ‘PBL’, GATE strategies such as compacting curriculum, small group instruction, using data to inform instruction, cross-cutting concepts of NGSS) • Implement research-based strategies focused on increasing student achievement 	

- Engage teachers in coaching and observation cycles to provide feedback and strengthen coherent instructional practices through cognitive coaching, reflection, and EDST
- Support student subgroups through intervention and enrichment based upon student need (e.g., Computer Science for Good, Making Movies that Matter, Saturday school, high dosage tutoring)

Expected Annual Measurable Outcomes

Outcome #1:

Castlebay will increase the distance from standard (DFS) for all reported subgroups on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA), Mathematics, and on the California Science Test (CAST) by 3 or more points annually.

Castlebay will annually identify the need to improve and monitor the design and delivery of the standards-aligned Common Core State Standards (CCSS)-driven academic program to accelerate academic outcomes for all students, including all subgroups who have historically been marginalized in mainstream culture (e.g., Black/African American students, Latinx students, English learners), exceed district benchmark performance targets, and deliver professional development aligned to district and school goals.

The school will provide professional development for certificated staff to support implementation of CCSS-aligned lessons in ELA, Math, and Science with an emphasis on personalized learning using diagnostics to inform whole group and targeted small group instruction and group work. The school will engage in PDSA cycles to increase student achievement while centering critical thinking, problem-solving, and real-world applications.

The school will continue to use SBA data for ELA, Mathematics, and CAST for Science. This data is one component of quantitative data to inform teachers and staff on standards mastery, along with qualitative measures. We regularly compare our achievement and growth to similar affiliated charter schools and local residential schools.

Metric/Method for Measuring:

CAASPP ELA SBA data from the California School Dashboard (CA Department of Education)

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 2028-2029 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	50.7	52.2	53.7	55.2	56.7	58.2
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	16.4	17.9	19.4	20.9	22.4	23.9
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	79.7	81.7	83.7	85.7	87.7	89.7
Filipino Students	*	*	*	*	*	*
Latino Students	26.7	29.7	32.7	35.7	38.7	41.7
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	39.2	42.2	45.2	48.2	51.2	54.2

**Student group not numerically significant at this time.*

Metric/Method for Measuring: CAASPP Mathematics SBA data from the California School Dashboard (CA Department of Education)						
APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 2028-2029 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	48.2	49.7	51.2	52.7	54.2	55.7
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	5.6	8.6	11.6	14.6	17.6	20.6
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	75.6	76.6	77.6	78.6	79.6	80.6
Filipino Students	*	*	*	*	*	*
Latino Students	23.8	25.8	27.8	29.8	31.8	33.8
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	39.8	41.3	42.8	44.3	45.8	47.3

**Student group not numerically significant at this time.*

Metric/Method for Measuring: CAST data from the California School Dashboard (CA Department of Education)						
APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 2028-2029 <small>(Not applicable if categorized as Low Performing)</small>

				Low Performing)	Low Performing)	Low Performing)
All Students (Schoolwide)	6.6	9.6	12.6	15.6	18.6	21.6
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-5.3	-2.3	0.7	3.7	6.7	9.7
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	15.2	17.2	19.2	19.2	21.2	23.2
Filipino Students	*	*	*	*	*	*
Latino Students	-0.2	2.8	5.8	8.8	11.8	14.8
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	3	6	9	12	15	18

**Student group not numerically significant at this time.*

Outcome #2:

The school will meet or exceed LAUSD's English Learner progress indicator goal of 75% or higher by the 2027-2028 school year (from [LAUSD 2024-2025 LCAP](#)), which shows that students are making progress toward English language proficiency by progressing one or more ELPI levels annually.

The school will conduct a fall and spring review of English learners to ensure adequate yearly progress and access to core curriculum. The school will ensure programs for English learners

Metric/Method for Measuring:

English Learner Progress Indicator (ELPI) from the California School Dashboard (California Department of Education)

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	n=12	n=25	n=28	n=31	n=30	n=30
English Learners Students	66.7%	68.7%	70.7%	72.7%	74.7%	76.7%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*

**Student group not numerically significant at this time.*

Outcome #3:

The schools will continue to maintain the percentage of LTELs to 15% or less of all ELs (LCAP Target)

The school currently has no students who are Long Term English Learners (LTELs). The school will conduct an annual review of Probable Long Term English Learners (P-LTELs) to ensure adequate yearly progress, access to core curriculum and designated support. The school will ensure programs for ELs are designed to include the California English Language Development (ELD) standards and that P-LTELs have access to interventions for access to ELD and/or CCSS content standards, as applicable.

Metric/Method for Measuring:

Percent of LTEL students.

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	<i>n=0</i>	<i>n=0</i>	<i>n=0</i>	<i>n=0</i>	<i>n=0</i>	<i>n=0</i>
English Learners Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*

**Student group not numerically significant at this time.*

GOAL #2						
<p>100% Attendance</p> <p>The school will annually increase the number of students that achieve excellent or outstanding attendance of 96% or higher (viz., 173-180 days per school year).</p> <p>Our goal is to reduce the percentage of students in the chronic (91% and below) and basic (92-95%) attendance bands while increasing the percentage of students with excellent and outstanding attendance (96%-100%). See iAttend “What does Good Attendance look like?” from LAUSD, Retrieved December 20, 2024).</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="display: flex;"> <div style="width: 50%;"><input type="checkbox"/>:</div> <div style="width: 50%;"><input type="checkbox"/>:</div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Analyze and monitor attendance data to identify potential equity issues and identify root causes Utilize the strategies including promoting attendance with flyers, home visits, phone calls, and other forms of “nudges” found to be effective in reducing absences Administration team will identify families requiring additional school or community resources that are preventing students from attending schools and provide appropriate scaffolds to families Maintain attendance incentive programs (e.g., attendance hall of fame, opportunity drawings) Utilize the attendance team to contact families for welcome calls for students who were absent more than seven days during the prior school year School will develop a monthly attendance report detailing outreach efforts Mail out monthly attendance letters for students with uncleared absences School will hold Student Support and Progress Team (SSPT), School Attendance Review Team (SART) meetings and engage with the School Attendance Review Board (SARB) process 						
Expected Annual Measurable Outcomes						
<p>Outcome #1:</p> <p>The school will annually increase the number of students achieving an individual attendance rate of 96% or higher.</p> <p>Metric/Method for Measuring:</p> <p>Percent of Students with Attendance Rate of 96% or Above (from LAUSD’s Whole Child 2.0 Dashboard)</p>						
APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 <small>(Not applicable if</small> 	Year 4 of Term 2027-2028 <small>(Not applicable if</small> 	Year 5 of Term 2028-2029 <small>(Not applicable if</small>

				categorized as Low Performing)	categorized as Low Performing)	categorized as Low Performing)
All Students (Schoolwide)	57.36%	59.36%	61.36%	63.3%	65.36%	67.36%
English Learners Students	56%	57%	58%	59%	60%	61%
Socioeconomically Disadvantaged Students	55.1%	57.1%	59.1%	61.1%	63.1%	65.1%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	47.5%	49.5%	51.5%	53.5%	55.5%	57.5%
African American Students	70%	71%	72%	73%	74%	75%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	69.5%	70.5%	71.5%	72.5%	73.5%	74.5%
Filipino Students	69.6%	70.6%	71.6%	72.6%	73.6%	74.6%
Latino Students	52%	54%	56%	58%	60%	62%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	64.7%	66.7%	68.7%	70.7%	72.7%	74.7%
White Students	51.5%	53.5%	55.5%	57.5%	59.5%	61.5%

**Student group not numerically significant at this time.*

Outcome #2:

The school will annually decrease the number of students who are chronically absent, missing 16 days or more each year, or an attendance rate of 91% or lower.

Metric/Method for Measuring:

Percent of Students with Attendance Rate of 91% or Lower (from LAUSD's Whole Child 2.0 Dashboard)

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	20.3%	19.3%	18.3%	17.3%	16.3%	15.3%
English Learners Students	28%	27%	26.5%	25.5%	24.5%	23.5%
Socioeconomically Disadvantaged Students	23.3%	22.3%	21.3%	20.3%	19.3%	18.3%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	33.9%	32.9%	31.9%	30.9%	29.9%	28.9%
African American Students	25%	24%	23%	22%	21%	20%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	16.1%	15.1%	14.1%	13.1%	12.1%	11.1%

Filipino Students	8.7%	7.7%	6.7%	5.7%	5.2%	4.7%
Latino Students	20.7%	19.7%	18.7%	17.7%	16.7%	15.7%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	23.5%	22.5%	21.5%	20.5%	19.5%	18.5%
White Students	21.3%	20.3%	19.3%	18.3%	17.3%	16.3%

**Student group not numerically significant at this time.*

GOAL #3	
Parent, Community, and Student Engagement Castlebay will strengthen parent engagement to foster a collaborative school community and support student success by increasing parent engagement through enrollment in the Parent Portal, maintaining 90% of higher participation on the School Experience Survey (SES), and assess the percentage of parents who feel that they are a partner with the school in decision making about their child's education.	Related State Priorities: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 3</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 6</div> </div> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
Maintain an effective program for parent and family engagement that includes: <ul style="list-style-type: none"> Regular communication to parent/caretaker stakeholders to share school information (e.g., Blackboard Connect, newsletters, school newspaper, social media, marquee) Involve parents in decision making through participation on various stakeholder committees (e.g., Governance, Local School Leadership Committee, Safety, English Language Advisory Committee, GATE, Positive Behavior Implementation Support, etc.) Provide parent workshops on relevant academic topics (e.g., A-G Requirements, School Report Cards, GATE, technology, CCSS, Social Emotional Learning, etc.) Communicate with parent/caretaker stakeholders through committee and monthly meetings (e.g., Governance, Coffee With the Principal, Parents and Teachers Helping (PATH) meetings, Weekly Connect Ed messages) Provide opportunities for parent feedback through the School Experience Survey School engages families in budget development through budget and feedback surveys Teachers engage parents through parent conferences, teacher emails, newsletters School conducts regular in-person outreach through the Parent Center, home visits, and parent conferences to share strategies to support students, provide resources as needed, and conduct regular data chats with caretakers School responds to parent request for additional caretaker support and directly involves guardians through Student Support and Progress Team (SSPT), as part of the Multi-Tiered System of Support (MTSS) Collaborate with parents and staff to develop school wide community events on and off campus (e.g., academic nights, STEAM Fest, spelling bee, multicultural fair, Cook's Night Out, dances) 	
Expected Annual Measurable Outcomes	

Outcome #1:

Percentage of parents enrolled in the Parent Portal annually will increase.

Metric/Method for Measuring:

Castlebay Lane Charter LAUSD Parent Portal enrollment data (data from LAUSD FOCUS Data Platform)

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	92%	93%	94%	95%	96%	97%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*

**Student group not numerically significant at this time.*

Outcome #2:

Percentage of parents completing the School Experience Survey will maintain at an excellent rate of 96% or higher.

Metric/Method for Measuring:

Castlebay Lane Charter LAUSD School Experience Survey Completion Data (data from School Experience Survey Platform)

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	*	*	*	*	*	*

Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*

**Student group not numerically significant at this time.*

Outcome #3:

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:

Castlebay Lane Charter LAUSD School Experience Survey Data (data from School Experience Survey Platform)

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	83%	84.5%	86%	87.5%	89%	90.5%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*
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**Student group not numerically significant at this time.*

GOAL #4						
<p>Ensure School Safety</p> <p>The school will strive to achieve 2% or fewer suspension incidents, maintain the number of expulsion incidents at 0%, and increase the percentage of students who feel safe on school grounds.</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 6</div> </div> <hr/> <p style="text-align: center;">Local Priorities:</p> <div style="display: flex;"> <div style="width: 50%;"><input type="checkbox"/>:</div> <div style="width: 50%;"><input type="checkbox"/>:</div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> The school will continue to implement positive behavior intervention support plans and activities aligned to the Tiered Fidelity Inventory (TFI) and consistent with a multi-tiered system of support (MTSS) Administration and teachers will regularly review and analyze referral data to determine appropriate interventions The school will continue to promote and strengthen home-school partnerships to manage discipline The school will continue to implement restorative practices aligned with a trauma-informed approach to teaching and learning The school will increase the percentage of students who feel safe on school grounds, as indicated by student responses on the School Experience Survey The Safety Committee and PBIS Committees consisting of all stakeholders will meet monthly to discuss safety and PBIS concerns and implement changes based on data and stakeholder feedback. Crisis Team will meet as needed to provide support for students who are in need of additional support and provide resources to students and families as needed Interventions will be offered and monitored for whole class, small group, and individual social emotional instruction and/or counseling by counseling staff School will utilize the Student Support and Progress Team (SSPT) process to identify students in need of intervention plans and monitor progress 						
Expected Annual Measurable Outcomes						
<p>Outcome #1:</p> <p>Strive to achieve 2% or fewer schoolwide suspension incidents.</p>						
<p>Metric/Method for Measuring:</p> <p>Annual school suspension data (from California Dashboard)</p>						
APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 2028-2029 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%

English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*

**Student group not numerically significant at this time.*

Outcome #2:

Maintain the number of schoolwide expulsion incidents at 0%.

Metric/Method for Measuring:

Annual School Expulsion Data (from MiSiS)

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*
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**Student group not numerically significant at this time.*

Outcome #3:

Increase the percentage of students who say they feel safe on school grounds.

Metric/Method for Measuring:

Castlebay Lane Charter LAUSD School Experience Survey Data (data from School Experience Survey Platform)

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	90%	91%	92%	93%	94%	95%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	94%	95%	96%	96%	96%	96%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	77%	79%	81%	83%	85%	87%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	92%	93%	94%	95%	96%	96%
Filipino Students	*	*	*	*	*	*
Latino Students	97%	97%	97%	97%	97%	97%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	86%	87%	88%	89%	90%	91%

**Student group not numerically significant at this time.*

GOAL #5

Provide for basic services

Castlebay will:

- Maintain the number of teachers with appropriate credentials for the students they are assigned to teach at 100%
- Maintain the percentage of teachers completing the Educator Development and Support (e.g., EDS) evaluation process
- Increase the percentage of staff attendance to 96% or above

Related State Priorities:

- ☒ 1 ☐ 4 ☒ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

<ul style="list-style-type: none"> • Maintain the percentage of students with standards-based instructional materials by meeting Williams Act sufficiency requirements at 100% • Reach 100% of facilities that are in good repair 						
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Hiring practices will be aligned to district guidelines, including credentialing • Administration will reflect on formal and informal observation notes/feedback to inform which certificated personnel will engage in the EDS process before the end of the instructional year • Create a welcoming environment for staff (e.g., recognize birthdays, work with parents to provide food for staff, engage with social committee, hold staff celebrations, etc.) • Post and share Williams Act information in classrooms and other spaces in public spaces and provide professional development to teachers on Williams sufficiency at the beginning of the school year • Collaborate with district staff to provide facilities support 						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain the number of teachers with appropriate credentials for the students they are assigned to teach at 100%						
Metric/Method for Measuring: Review of school compliance with credentialing and assignment requirements during the annual matrix process every Spring.						
APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing))	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

**Student group not numerically significant at this time.*

Outcome #2: 100% of students will be provided with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program. This includes each EL student will have access to the ELD program materials and supplemental materials for access and equity, and students with IEPs will have access to relevant materials set forth in the IEP						
Metric/Method for Measuring: Annual Williams Sufficiency certification for instructional materials; annual budget review; annual inventory.						
APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)

Williams Sufficiency Certification	100%	100%	100%	100%	100%	100%
Budget Review	100%	100%	100%	100%	100%	100%
Inventory	100%	100%	100%	100%	100%	100%

**Student group not numerically significant at this time.*

Outcome #3:

The school will achieve and maintain an overall “good” rating or better on the annual review(s) of school facilities.

Metric/Method for Measuring:

Internal rating system through bi-annual inspection of school facilities by the Plant Manager, Complex Manager, and Principal, ongoing maintenance and repair log (online)

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
Facilities Inspection	100%	100%	100%	100%	100%	100%

GOAL #6

<p>Broad Course of Study</p> <ul style="list-style-type: none"> In addition to the core subjects of English/Language Arts, Mathematics, History/Social Studies, Science, and Physical Education, the school will offer a comprehensive enrichment program (Science Lab, Dance, Music, Art, Computer Sciences) to 100% of its students every year All students will use the schoolwide Eureka Math Program supplemented with Cognitive Guided Instruction strategies All students will use CKLA supplemented with core literature schoolwide All students will use the i-Ready Instructional Reading Program to supplement and support targeted Reading and Mathematics instruction Other curriculums and supplemental tools utilized to teach core curriculum include FOSS, Mystery Science for Science, The Great Body Shop for Health, Impact for Social Studies 	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
<p>Specific Annual Actions to Achieve Goal</p>	
<ul style="list-style-type: none"> Conduct an annual review of the school’s master schedule, student schedules, and other information 	

- Continue to provide professional development for the i-Ready Reading Program for teachers and paraprofessionals
- Provide continuous professional development to support our CCSS-aligned course of study

Expected Annual Measurable Outcomes

Outcome #1:

The school will provide a comprehensive enrichment program to 100% of students including Science Lab, Dance, Music, Art, Computer Sciences.

Metric/Method for Measuring:

School data on access to a comprehensive enrichment program.

Baseline	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	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:

Students meeting and exceeding standard on the End of Year (EOY) iReady Diagnostic in Mathematics will increase annually across all subgroups.

Metric/Method for Measuring:

iReady End of Year Diagnostic Growth Report for Mathematics

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as	Year 4 of Term 2027-2028 (Not applicable if categorized as	Year 5 of Term 2028-2029 (Not applicable if categorized as
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				Low Performing)	Low Performing)	Low Performing)
All Students (Schoolwide)	74%	76%	78%	80%	82%	84%
English Learners Students	37%	39%	41%	43%	45%	47%
Socioeconomically Disadvantaged Students	70%	72%	74%	76%	78%	80%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	43%	45%	47%	49%	51%	53%
African American Students	69%	71%	73%	75%	77%	79%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	86%	87%	88%	89%	90%	91%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	65%	67%	69%	71%	73%	75%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	82%	83%	84%	85%	86%	87%
White Students	72%	74%	76%	78%	80%	82%

**Student group not numerically significant at this time.*

GOAL #7	
Supporting Gifted Learners Castlebay will annually maintain or increase the Distance from Standard (DFS) as measured by the CAASPP SBA (ELA and Mathematics), as reported on the California Dashboard (CA Department of Education). Increase percentage of referrals for students who have historically been marginalized by 2% annually.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Certificated staff will be trained in identification and referral process, as well as GATE strategies • Teachers will attend professional development aimed at supporting gifted learners academic and social emotional needs • Regularly analyze student performance data (e.g., iReady scores, student habits, classwork etc. to identify potential GATE candidates • Implement district GATE strategies into curriculum (e.g., Kaplan's Prompts of Depth and Complexity, novelty, rigor, choice, small group instruction, acceleration, compacting, Dr. Webb's depth of knowledge questioning) • School will explore the potential for having GATE-specific programs and clubs (e.g., enrichment, during school pull-out) 	
Expected Annual Measurable Outcomes	
Outcome #1:	

Castlebay will increase the distance from standard (DFS) for all GATE students on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) and Mathematics by 1 or more points annually.

Metric/Method for Measuring:

CAASPP ELA SBA DFS for gifted students from the LAUSD's Whole Child Platform

Baseline	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All GATE Students	106.1	107.1	108.1	109.1	110.1	111.1
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	96.2	97.2	98.2	99.2	100.2	101.2
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	89.6	90.6	91.6	92.6	93.6	94.6
African American Students	66	68	70	72	73	74
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	114.8	114.8	115.8	116.8	117.8	118.8
Filipino Students	86	87	88	89	90	91
Latino Students	111.6	112.6	113.6	114.6	115.6	116.6
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	149.9	149.9	150.9	151.9	152.9	153.9
White Students	88.4	89.4	90.4	91.4	92.4	93.4

**Student group not numerically significant at this time.*

Metric/Method for Measuring:

CAASPP Mathematics SBA data for gifted students from the LAUSD's Whole Child Platform

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All GATE Students	104.3	105.3	106.3	107.3	108.3	109.3
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	111.7	112.7	113.7	114.7	115.7	116.7
Foster Youth Students	*_	*_	*_	*_	*_	*_

Students with Disabilities	86.6	87.6	88.6	89.6	90.6	91.6
African American Students	-19	-9	1	11	21	31
American Indian/Alaska Native Students	*_	*_	*_	*_	*_	*_
Asian Students	116.1	117.1	118.1	119.1	120.1	121.1
Filipino Students	83	84	85	86	87	88
Latino Students	129	130	131	132	133	134
Native Hawaiian/Pacific Islander Students	*_	*_	*_	*_	*_	*_
Students of Two or More Races	138.9	139.9	140.9	141.9	142.9	143.9
White Students	87	88	89	90	91	92

**Student group not numerically significant at this time.*

Outcome #2:

The percentage of GATE referrals will increase annually for all student groups, with a focus on improving referral rates for historically marginalized student subgroups in proportion to their representation in the school population, aiming for at least a 2% increase each year or measurable progress toward equitable representation.

Metric/Method for Measuring:

Annual GATE referrals (MiSiS, LAUSD)

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027 (Not applicable if categorized as Low Performing)	Year 4 of Term 2027-2028 (Not applicable if categorized as Low Performing)	Year 5 of Term 2028-2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	n=33	n=95	n=95	n=95	n=95	n=95
English Learners Students	0%	1%	2%	3%	4%	4.1%
Socioeconomically Disadvantaged Students	0%	5.6%	11.2%	16.8%	22.4%	22.4%
Foster Youth Students	0%	0.5%	0.5%	0.5%	0.5%	0.5%
Students with Disabilities	0%	2%	4%	6%	7%	7.4%
African American Students	2.9%	2%	2.9%	2.9%	2.9%	2.9%
American Indian/Alaska Native Students	*_	*_	*_	*_	*_	*_
Asian Students	23.5%	24%	18%	18%	18%	18.1%
Filipino Students	5.9%	4%	3%	3%	3%	2.2%
Latino Students	14.7%	13%	18%	18%	18%	19.3%
Native Hawaiian/Pacific Islander Students	*_	*_	*_	*_	*_	*_
Students of Two or More Races	0%	1%	2%	3%	4%	4.7%
White	47%	51%	40%	40%	40%	42.1%
Decline to State	5.9%	7%	8%	9%	10%	10.7%

**Student group not numerically significant at this time.*

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

Castlebay's goals support the needs and development of the whole child, fostering self-motivation, social-emotional well-being, critical thinking, independence, and the competence necessary for lifelong learning. Our students consistently perform well on standardized tests; however, our curriculum extends well beyond what is evaluated on the Smarter Balanced Assessment (SBA). Castlebay students experience an enriched curriculum that engages them as active learners across disciplines to promote student growth in core subjects and beyond to become 21st century learners.

To supplement LAUSD's core academic program, we integrate Cognitive Guided Instruction (CGI) in Math, Computer Science, visual and performing arts instruction and enrichment, and i-Ready to provide targeted and appropriate reading strategies. Our commitment to engaging students through multiple modalities includes experiential learning activities and an extensive arts curriculum, inspiring and motivating students while fostering their confidence as learners. Castlebay teachers hold high expectations for all students and provide the necessary support to help them reach their goals. The primary grades offer daily foundational reading skills instruction at each student's current level through ELLP academies.

Our school's strong academic foundation is complemented by specialized programs that provide additional learning opportunities:

- *Social-emotional learning*: Taught daily to enhance students' emotional well-being and problem-solving strategies, ensuring they develop resilience and interpersonal skills.
- *Science*: Weekly classes in our school garden and science lab, where students engage in hands-on activities and apply the scientific method.
- *Music, Art, Dance, and Theater*: Weekly classes taught in rotation by dedicated specialists or grade-level teams, cultivating students' creativity and appreciation for the arts.
- *Technology/Media Lab*: Weekly classes in a dedicated computer lab, guided by a specialist, with individual access to computers. Students begin with foundational computer skills in TK and progress through digital literacy, incorporating digital citizenship skills to make responsible online choices.
- *Physical Education*: Weekly outdoor PE classes led by trained coaches, ensuring students develop essential grade-level physical skills and an appreciation for health and fitness.

Immersion in this enriching, hands-on educational experience instills in Castlebay students a love of learning, fostering self-motivation and an eagerness to explore new ideas. With access to passionate educators, enrichment specialists, and a dedicated administration team, our students are guided by role models who embody excellence, motivation, and a commitment to lifelong learning. Castlebay's educational environment ensures that all children build the skills they need to become college-prepared and career-ready individuals.

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 visions here.

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with 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 (CCSS) 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 CCSS. 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

Castlebay Lane Charter strives to provide a rigorous academic program that is combined with an engaging enrichment program that is designed to enhance the Common Core curriculum. This approach helps us to achieve our mission statement of being a school where the whole child is supported in their pursuit of gaining the skills needed to evolve into lifelong learners equipped to compete in the 21st century.

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.
- *Differentiated and personalized learning experiences* - 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. Teachers plan learning experiences that are personalized and differentiated to support students in meeting their academic goals. Students are assessed three times per year using the diagnostic tools iReady (K-5 Mathematics, 3-5 Reading) and/or DIBELS (K-2 Reading) to inform whole group and targeted small group instruction, using the robust reporting features afforded in both platforms. Teachers use the Learning Management System (LMS) Schoology to house curricular materials, assignments, and provide student feedback that is timely and relevant.
- *Collaboration* - 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.
- *High 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.
- *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.
- *Arts Integration*—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.
- *Social Emotional Learning*— Staff seek to integrate social emotional learning in all components of the day. Teachers use district and supplemental curriculum to support students in five areas of social and emotional competencies through self awareness, social awareness, relationship skills, self management, and responsible decision making (CASEL, 2025). Through this work, teachers seek to develop and expand students' growth mindset to develop a culture of improvement in the school that permeates throughout our community. Our counselors provide Tier-1 instruction in SEL, and Tier-2 support for our students. Our work is aligned with the Tiered Fidelity Inventory (TFI) and revised through recommendations of the Positive Behavior Interventions and Support (PBIS) Committee, and shared with stakeholders.

Scope and Sequence to be Taught

The school's curriculum follows district and state guidelines, ensuring a structured scope and sequence of skills across grade levels and subjects. The full implementation of the Common Core State Standards (CCSS) drives instruction, with cross-grade level planning promoting consistency and progressively challenging learning experiences. This approach aligns with state standards while considering students' zones of proximal development (Vygotsky, 1978) to support their academic growth.

Language Arts Instruction

Castlebay Lane Charter provides a rigorous Language Arts curriculum that exceeds the Common Core State Standards for grades K-5. We utilize the "Write From the Beginning" program to cultivate advanced writing skills and Thinking Maps to organize thoughts and foster cross-curricular connections. Students develop strong reading, writing, listening, and speaking skills to support academic success across all disciplines. Critical reading skills are honed using a variety of resources aligned with Common Core, including CKLA and CCSS-aligned lessons, core literature, Scholastic News, and literature circles, providing rich content at varying reading levels.

Reading comprehension is enhanced through core literature, the Accelerated Reader program, and Reader's Theater. Critical thinking is emphasized through Bloom's Taxonomy, Sandra Kaplan's Depth and Complexity prompts, and Webb's Depth of Knowledge questioning. Students learn to critique, justify, and theorize in their writing across all subjects. Grammar, spelling, oral speaking, and active listening skills are developed through direct instruction, vocabulary development, and cross-curricular language arts integration.

Students apply academic vocabulary in written, oral, illustrated, and dramatic formats. Writing across all genres is emphasized, including narratives, poetry, expository writing, letters, imaginative narratives, folk tales, fairy tales, opinion essays, plays, and biographies, all aligned with grade-level standards.

Technology is integrated as a tool for discussion, presentation, and digital portfolios. Creative writing projects engage students in novel approaches, such as writing letters to characters, researching presidents for newspaper-style publications, exploring career and college interests, and learning interview techniques for the school newspaper, *Castlebay Connections*.

Transitional Kindergarten (TK):

- Focus on pre-literacy skills, oral language development, and building a foundation for reading and writing.
- Recognizing and naming some letters, rhyming, listening to and retelling stories, drawing and "writing" to express ideas.

Kindergarten:

- Focus on emergent literacy, phonological awareness, beginning reading and writing, oral language development.
- Learning letters and sounds, simple sentences, basic comprehension.

First Grade:

- Building on kindergarten skills.
- More complex phonics, reading simple stories and informational texts, writing simple sentences and short narratives, participating in discussions.

Second Grade:

- Increased reading fluency

- More complex comprehension strategies
- Writing longer narratives and informative texts
- Participating in more structured discussions.

Third Grade:

- Reading a wider range of texts, summarizing and inferencing
- Writing multi-paragraph pieces
- Conducting short research projects, presenting information orally.

Fourth Grade:

- Focus on close reading
- Analyzing text structure and point of view
- Writing well-developed paragraphs
- Engaging in collaborative discussions.

Fifth Grade:

- Reading complex texts across genres
- Analyzing themes and central ideas
- Writing argumentative essays and research reports
- Participating in formal and informal discussions.

English Language Development Instruction

Castlebay Lane Charter is committed to supporting our English Learners (ELs) and their families. English Language Development (ELD) is implemented according to the California English Language Development Standards and is structured to support ELs at all grade levels through designated and integrated ELD. Teachers use designated and integrated ELD time to foster speaking, listening, reading, and writing skills to facilitate English language acquisition.

We provide parents of ELs with opportunities to learn about the Master Plan instructional program options so they can make informed decisions regarding their child's placement. Our EL coordinator oversees the English Language program, ensuring adherence to the Master Plan and fulfilling all accountability requirements. Parents actively participate in the English Language Advisory Committee, contributing recommendations for their children's academic progress.

Our English Language Development program aligns with the California ELD standards, focusing on the emerging, expanding, and bridging language proficiency levels. EL designated teachers meet monthly to collaboratively plan instruction and monitor student progress. Teachers facilitate lessons that emphasize meaningful interaction, explicit instruction on how English works, and the development of foundational literacy skills. Students identified as not making adequate progress are brought to the Student Support and Progress Team to discuss appropriate in-class support and possible interventions.

TK - Kindergarten (Early Childhood ELD)

- *Focus*: Oral language development, basic vocabulary, and social communication.
- *Integrated ELD*: Teachers use visuals, songs, and hands-on activities to reinforce language within play-based learning.
- *Designated ELD*: Short, focused lessons on simple sentence structures, naming objects, and responding to questions.

Grades 1-2 (Primary Grades)

- *Focus*: Expanding vocabulary, simple sentence structures, and phonics.
- *Integrated ELD*: Language support within reading, writing, math, and science lessons (e.g., sentence frames, visual supports).
- *Designated ELD*: Direct instruction in speaking, listening, and writing skills (e.g., using simple past tense, describing pictures).

Grades 3-5 (Upper Elementary)

- *Focus*: Academic vocabulary, paragraph writing, and comprehension strategies.
- *Integrated ELD*: Teachers support ELs with sentence starters, graphic organizers, and discussion routines in all subjects.
- *Designated ELD*: More explicit grammar instruction (e.g., transition words, complex sentences) and structured discussions.

Mathematics Instruction

At Castlebay, we utilize the **Eureka Math** program as our core mathematics curriculum. Eureka Math is a comprehensive, standards-aligned program designed to build deep mathematical understanding, discourse, fluency, and problem-solving skills. Developed by Great Minds, it emphasizes conceptual foundations, coherence across grade levels, and the application of mathematical concepts to real-world applications.

Eureka Math provides a rigorous, research-based approach that fosters student engagement through hands-on learning, mathematical discourse, and multiple representations of mathematical concepts. The curriculum ensures that students develop a strong foundation in number sense, operations, algebraic thinking, geometry, and data analysis. Through a balance of procedural fluency and conceptual understanding, our students gain the skills necessary for success in higher-level mathematics and beyond.

By implementing Eureka Math, Castlebay ensures that students receive high-quality, equitable math instruction that prepares them for future academic success and real-world problem-solving.

To supplement Eureka Math, teachers incorporate project based learning to enrich and connect math to the real world, such as creating food trucks, Volume City, Array Monsters and Cities.

This approach to mathematics education emphasizes the practical application of math skills to real-world problem-solving. Students learn to recognize relevant information, critique its

application, and justify their work. A key component is understanding strategies for deciphering word problems, with students taking ownership of the learning process through facilitated discussion. Conceptual understanding is built and reinforced through the use of manipulatives and digital tools. Furthermore, the curriculum connects math to other disciplines like music, dance, art, science, technology, and social science, demonstrating its interdisciplinary nature. To further engage students and their families, the program culminates in a Math Night where students and family members explore hands-on math games together. Finally, students develop proficiency in using mathematical tools such as protractors, calculators, computers, and rulers.

Implementation of Eureka Math at Castlebay by Grade Level (TK-5)

Transitional Kindergarten (TK):

- Focuses on foundational number sense and early mathematical thinking through hands-on activities, manipulatives, and play-based learning.
- Students explore numbers, counting, sorting, shapes, and simple patterns using engaging stories and real-world connections.
- Emphasizes verbal reasoning, spatial awareness, and problem-solving through interactive discussions and movement-based activities.
- Zero the Hero recognized on every 10th day. Students demonstrate their knowledge

Kindergarten:

- Introduces number sense and fluency with numbers 1-10, gradually expanding to 20.
- Emphasizes one-to-one correspondence, subitizing, composing and decomposing numbers, and early addition and subtraction strategies.
- Students use manipulatives such as cubes, number bonds, and ten frames to build conceptual understanding.
- Encourages mathematical discussions, reasoning, and representation through drawings, number stories, and interactive problem-solving.
- Zero the Hero program is used to promote base 10 understanding

Grade 1:

- Strengthens understanding of addition and subtraction within 20, introducing place value concepts up to 100.
- Uses concrete and pictorial models (such as number bonds and tape diagrams) to develop fluency and problem-solving skills.
- Introduces comparison of numbers, simple measurement, time, and shape recognition.
- Encourages students to explain their thinking and apply multiple strategies to solve problems.

Grade 2:

- Expands place value understanding to 1,000 and deepens fluency with addition and subtraction within 100.
- Introduces foundations for multiplication through repeated addition, arrays, and equal groups.
- Develops measurement skills, including length, money, and time, and explores two-dimensional and three-dimensional shapes.
- Encourages students to use strategies such as number lines, decomposing numbers, and mental math to solve problems.
- Math journals support mathematical practices in drawing, modeling, and explaining math concepts in a real-life situation. It promotes notetaking as students annotate their process of understanding math concepts.

Grade 3:

- Introduces multiplication and division within 100, emphasizing fluency and conceptual understanding.
- Strengthens place value concepts to 1,000 and reinforces addition and subtraction strategies.
- Develops understanding of fractions as numbers, partitioning wholes into equal parts, and comparing fractions.
- Expands measurement skills, area, perimeter, and data interpretation using bar graphs and line plots.
- Math journals support mathematical practices in drawing, modeling, and explaining math concepts in a real-life situation. It promotes notetaking as students annotate their process of understanding math concepts.

Grade 4:

- Extends place value to 1,000,000 and deepens fluency in multi-digit multiplication and division.
- Strengthens fraction concepts, including equivalence, ordering, and addition and subtraction of fractions with like denominators.
- Introduces decimal notation and connections between fractions and decimals.
- Explores geometric concepts, measurement, and data analysis, emphasizing real-world application.
- Math journals support mathematical practices in drawing, modeling, and explaining math concepts in a real-life situation. It promotes notetaking as students annotate their process of understanding math concepts.

Grade 5:

- Builds fluency with multi-digit operations, including multiplication and division with larger numbers.
- Strengthens fraction operations, including addition, subtraction, multiplication, and division of fractions and mixed numbers.
- Expands decimal understanding, operations, and connections to fractions.

- Introduces volume measurement, coordinate planes, and more complex problem-solving strategies.
- Math journals support mathematical practices in drawing, modeling, and explaining math concepts in a real-life situation. It promotes notetaking as students annotate their process of understanding math concepts.
- Escape rooms engage students in collaborative units to solve and work together in both virtual and as well as in-class led activities.

Science Instruction

Our teachers are well-prepared for the Next Generation Science Standards (NGSS) transition, having participated in extensive training offered by the Los Angeles Unified School District and UCLA. We offer a rigorous, NGSS-aligned curriculum, utilizing the hands-on, experimentally-based FOSS Science program and engineering design process. Students engage in hands-on experiments in our dedicated Science Lab, researching and testing their ideas. Science is taught as a spiraling process, building upon prior knowledge and experiences throughout the grade levels.

The eight STEAM practices are integrated across all grades, encouraging students to ask questions, generate ideas, create models, draw conclusions, evaluate, and present their findings. For example, fourth graders, after reading "Island of the Blue Dolphins," tackle an engineering challenge to create a tool with limited resources, while third graders, inspired by "Charlotte's Web," engineer spider webs strong enough to hold a falling stapler.

We integrate science with other disciplines using Prompts of Depth and Complexity, such as fifth graders creating small books documenting their scientific investigations. Students learn to view other subjects, like music and art, through a scientific lens, applying inferential skills across the curriculum. They develop hypotheses and experiments using the engineering design process, and explore the importance of eco-friendly products and practices for improving our community.

Learning extends beyond the classroom with field trips to destinations like the California Science Center and Natural History Museum, as well as virtual field trips to state parks showcasing diverse ecosystems and natural phenomena. Students participate in an annual Science Fair with student-initiated projects, learn about physical, social, and emotional health, and enjoy annual Science Night and Star Gazing Night. Our science center even houses an ISS-Above device, tracking the International Space Station. Our commitment to exemplary science education has been recognized with Castlebay Lane Charter's selection as a California Distinguished School.

Transitional Kindergarten (TK):

- Focuses on observation and exploration of the natural world.
- Children explore properties of objects, basic needs of living things, weather, and changes in their environment.
- They begin to develop scientific inquiry skills through observation and simple investigations.

Kindergarten:

- Explores properties of materials, pushes and pulls, energy (light/heat), basic needs of living things, and the sun, moon, and stars.

First Grade:

- Investigates liquids and solids, forces (strength/direction), light and sound, plant/animal needs and interactions, and patterns in the sky.

Second Grade:

- Examines properties of matter, friction, different energy types, plant/animal growth and change, and Earth's processes (weathering).

Third Grade:

- Studies balanced/unbalanced forces, energy transfer (electricity), waves (sound/light), organism interactions, heredity, and Earth's systems (water cycle).

Fourth Grade:

- Explores energy transfer/transformations, waves for information, plant/animal energy use, ecosystem interactions, Earth's surface changes, and human impact on Earth.

Fifth Grade:

- Investigates properties of matter, gravity, energy transfer, complex ecosystems and energy flow, solar system, and Earth's processes.

Social Studies/History Instruction

Students develop a strong sense of their place in the world by studying communities, cities, states, and countries within their geographical and historical contexts. Through the development of critical thinking skills, they learn to connect with historical events, identifying parallels and patterns across different time periods. Students interpret geographical and historical information to draw conclusions and make generalizations about the past, understanding the cause and effect relationships that shape historical events.

Active learning strategies, such as role-play and project-based learning, provide firsthand experience with historical concepts. For example, fifth graders explore the impact of explorers, designing and testing model ships using cost-effective methods. Multiple experiential field trips and monthly patriotic assemblies further enrich their understanding of civic learning and pride.

Multicultural celebrations are integrated through hands-on curricular activities, and students explore their own personal histories through inquiry-based research projects focusing on heritage, culture, family trees, and traditions. Scholastic News supplements the Social Studies/History curriculum, providing current and historical context, and students participate in PORTS (Parks Online Resources for Teachers and Students) virtual field trips to expand their learning experiences.

Transitional Kindergarten (TK):

- Focuses on developing a sense of self and belonging.
- Children explore their families, classrooms, and immediate surroundings.
- They begin to understand routines and the concept of time in their daily lives.
- TK also introduces basic concepts of community and sharing.

Kindergarten:

- Focuses on self, family, and community. Explores concepts of time (past, present, future). Introduces national and state symbols. Celebrates national and state holidays.

First Grade:

- Expands focus to the local community.
- Studies different types of communities (urban, rural, suburban).
- Explores the concept of citizenship and good character.
- Introduces maps and globes.

Second Grade:

- Examines the history of the local community.
- Studies Native American cultures and their interactions with early settlers.
- Explores how communities change over time.
- Introduces basic economic concepts.

Third Grade:

- Focuses on California history.
- Studies Native American cultures of California.
- Explores the Spanish exploration and mission period.
- Examines the Mexican era and California's statehood.

Fourth Grade:

- Focuses on California's geography, economy, and government.
- Studies California's diverse population.
- Explores the impact of the Gold Rush.

- Examines the development of California's industries.

Fifth Grade:

- Focuses on United States history from pre-Columbian times to the Civil War.
- Studies Native American civilizations.
- Explores European exploration and colonization.
- Examines the American Revolution and the founding of the nation.
- Studies the expansion of the United States and the Civil War.

Health and Physical Education

At Castlebay Lane Charter, we are committed to fostering lifelong healthy habits in our students through a comprehensive approach to health and physical education. Our program is designed to promote physical fitness, well-being, and an understanding of healthy lifestyle choices.

- *Curriculum Integration:* We utilize *The Great Body Shop*, a research-based, standards-aligned health education program that provides students with developmentally appropriate lessons on nutrition, personal health, safety, and wellness.
- *Physical Fitness Assessment:* Our 5th-grade students participate in the California Physical Fitness Test (PFT) to assess and track their physical development in alignment with state fitness standards.
- *Community Collaborations:* We partner with organizations such as the YMCA to enhance our physical education offerings, providing structured movement activities and skill-building exercises for students.
- *Dance Education:* Our students engage in dance classes, which not only promote physical activity but also help develop coordination, rhythm, and self-expression through movement.
- *Schoolwide Engagement:* Through collaboration with the Parent-Teacher Organization (PTO), our students participate in the annual Fun Run, which promotes cardiovascular fitness and raises awareness about the importance of physical activity.
- *Extracurricular Athletics:* Our Youth Services after-school program engages students in team sports, including flag football and basketball, fostering teamwork, sportsmanship, and physical fitness through structured competition.
- *University Partnerships:* In collaboration with CSUN's Men's Basketball Team, our students receive hands-on learning experiences that emphasize the importance of regular exercise, teamwork, and healthy eating habits.
- *Substance Abuse Prevention:* As part of our commitment to overall student well-being, we participate in Red Ribbon Week, providing students with engaging activities and lessons that promote healthy, drug-free lifestyles.

This comprehensive approach ensures that all students develop a strong foundation in health education and physical activity, setting them up for lifelong well-being.

Innovative Curricular Components of the Educational Program

Castlebay Lane Charter is committed to fostering a 21st-century learning environment that empowers students through innovative teaching methods, technology integration, arts education, and enriched learning experiences. Our curriculum is designed to engage students in hands-on, inquiry-driven learning while providing personalized instruction and promoting social-emotional growth.

Technology Integration and Personalized Learning

Castlebay Lane Charter's technology integration initiative, characterized by a one-to-one Chromebook/iPad program, interactive classroom technology, and regular computer instruction, is designed to develop next-generation digital competencies while ensuring safe, secure, and effective technology use. This initiative is directly aligned with LAUSD's 2022-26 Strategic Plan, particularly under Pillar 1: Academic Excellence with an emphasis on the College and Career Readiness priority. By integrating technology into daily instruction, our school not only enhances individualized learning and collaboration but also prepares students for postsecondary success by equipping them with the essential skills needed to thrive in college, career, and life, reflecting the district's commitment to ensuring all students graduate ready for the world.

- *One-to-One Chromebook/iPad Program:* As a one-to-one Chromebook/iPad school, every student has access to a device (TK-K: iPads, 1-5: Chromebooks), allowing for differentiated instruction, intervention, and enrichment across all grade levels.
- *Interactive Classroom Technology:* All classrooms have been updated with document readers and BrightLinks interactive technology, providing dynamic and engaging learning opportunities.
- *Technology Carts and Devices:*
 - All classrooms have access to technology carts housing class sets of Chromebooks and iPads.
 - Students in grades TK-K use iPads to develop computer literacy, typing skills, and safe internet navigation.
 - Students in grades 1-5 utilize technology for research, long- and short-term projects, multimedia creation (including iMovie and public service announcements, coding, 3d printing), and writing and publishing.
 - Technology is also used for district-mandated interim assessments and Smarter Balanced practice assessments throughout the year to ensure students are well-prepared.
- *Weekly Computer Classes:*
 - Each student receives weekly computer instruction from a highly qualified computer teacher who provides lessons in Google Suite, coding, and keyboarding.
 - Instruction emphasizes responsible internet use and digital citizenship.
- *Use of Online Learning Tools:* Teachers enhance curricular experiences using platforms such as LMS/Schoology, Google Suite, ClassDojo, GoNoodle, Khan Academy, Zearn, Scholastic News Online, and BrainPop/BrainPop Jr..

- *i-Ready for Data-Driven Instruction*: We utilize i-Ready for assessments and individualized learning paths, allowing teachers to track student progress and provide personalized instruction in reading and math.

STEAM, Project-Based Learning, and Enrichment

- *STEAM Integration*: We incorporate Science, Technology, Engineering, Arts, and Mathematics (STEAM) into our curriculum through hands-on experiments, engineering challenges, coding, and digital arts.
- *Makerspace*: Our Makerspace provides students with opportunities to engage in STEAM-based activities, coding, robotics, engineering, and design-thinking projects, fostering creativity and innovation.
- *Project-Based Learning (PBL)*: Students actively participate in real-world, inquiry-driven projects that develop critical thinking, collaboration, and problem-solving skills.
- *Flexible Seating*: Many classrooms incorporate flexible seating options, allowing students to select learning spaces that support focus, engagement, and collaboration.
- *Enrichment and Extracurricular Activities*:
 - *Coding and Robotics* – Engaging students in programming and engineering concepts through hands-on learning.
 - *E-Sports* – Developing teamwork, strategy, and digital literacy through competitive gaming.
 - *Computer Science for Good* – Teaching students how to apply computer science skills to address real-world challenges.
 - *Making Movies That Matter* – A filmmaking program that encourages creativity, storytelling, and media literacy.
 - *Chess Club* – Enhancing logical thinking and strategy through structured chess instruction.
 - *Dance Program* – Encouraging self-expression, rhythm, and movement through formal dance instruction.

Intervention and Enrichment Programs

We support students at all academic levels through intervention and enrichment programs designed to target specific learning needs and expand students' interests.

- *Academic Intervention and Support*:
 - Students not meeting grade-level standards (as determined by standardized tests, DIBELS, TRC, unit tests, district interim assessments, and report card grades) receive targeted intervention and tutoring after school.
 - Intervention and tutoring classes in ELA and Math are provided after school using a program, BookNook.
 - Primary-grade students receive additional support during the instructional day from intervention teachers.
 - English Language students have support during the week with an EL support teacher
 - Classroom teachers and aides provide real-time intervention and differentiated support throughout the school day.
- *After-School Enrichment Programs*:
 - Dance, robotics, chess, ceramics, and other enrichment classes are available for students interested in extending their learning beyond the classroom.

Curricular and Instructional Materials

Our curriculum is aligned with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) standards. Instructional materials include:

- Core Knowledge Language Arts (K-5)
- *Write From the Beginning*
- *Thinking Maps*
- Core Literature (integrated across curriculum)
- *Eureka Math, Hands-On Equations & Building Fact Fluency*
- *FOSS Science* (K-5)
- *UFLI* phonics program
- *Mystery Science & Generation Genius*
- Project-based learning units in Social Studies
- *Impact Social Studies*
- *Accelerated Reader* (K-5)
- Blended Learning Resources (*Zearn, IXL, LMS/Schoology, ClassDojo, BrainPop/Brain Pop Jr.*)
- Virtual Field Trips via Parks Online Resources for Teachers and Students
- *Second Step* (Social-Emotional Learning program)

The Arts: Music, Dance, and Visual Arts

We believe that students learn at a higher level when they integrate knowledge with hands-on experiences in the arts, technology, and media.

Music and Dance

- Music instruction is integrated with ELA, social studies, and science curricula while aligning with California State Music Standards.
- Students learn to read sheet music, recognize auditory notes, and understand musical pacing.
- Instruction includes rhythm development using musical instruments (maracas, tambourines, musical sticks, drums) and tempo-based clapping and singing.
- Dance instruction is integrated into formal music programs and across curriculum areas. Students learn multicultural dances, cross-lateral brain exercises, and spatial awareness activities.
- Annual Multicultural Festival – Students celebrate diversity through music and dance performances.
- Enrichment music and dance classes include Armenian dance, hip-hop, ballet, jazz, and RockSTAR music education.

Visual Arts

- A dedicated art specialist (funded by our parent organization) provides students with art instruction that incorporates history, appreciation, and technique.

- Students explore design elements (line, shape, form, color, and texture) and principles of design (balance, emphasis, movement, pattern, and proportion) while making connections to math and science.
- Students frequently participate in and win visual arts contests addressing social and environmental issues.
- Arts-related field trips include The Getty Center and Calabasas High School Performing Arts Center, as well as play performances at the Pantages.
- Enrichment art classes include pottery, sewing, crafting, toy design, drawing, and painting.

Conclusion

At Castlebay Lane Charter, we believe in a holistic, future-ready education that integrates technology, STEAM, arts, intervention, and enrichment to support student achievement and creativity. Our commitment to culturally responsive teaching, project-based learning, and innovative curricular approaches ensures that all students develop the skills necessary to succeed in an ever-changing world.

Transitional Kindergarten

Charter School shall comply with all applicable 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.

Transitional Kindergarten (TK) is year one of a two-year Kindergarten program. TK will be available to *all* children who turn 4 years old by September 1st of that school year. This means that TK will be an option for all 4-year-olds, regardless of their birthdate. TK provides an early childhood education program that builds 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. The daily schedule includes whole group instruction and activities, small group instruction and independent and "hands-on" learning.

The program builds the whole child to acquire necessary social and academic skills for success. The program will be based on the California Preschool Curriculum Framework with focused instruction in early literacy and numeracy, using the Creative Curriculum.

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 Schools 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, including but not limited to provisions related to work year, academic calendars, and schedules.

Castlebay will continue to follow the Traditional Academic Calendar set forth by the Los Angeles Unified School District. Castlebay will determine the number of minimum and shortened days for the upcoming school year in the prior spring, based upon instructional needs for the upcoming school year. Tuesdays will be banked/professional development days aligned with district policy at 263 instructional minutes per day. Regular instructional days provide 323 instructional minutes per day. The bell schedule and shortened/minimum days will be determined annually by the Local School Leadership Council.

CASTLEBAY LANE CHARTER SCHOOL
BELL SCHEDULE 2024-2025

REGULAR DAY - M, W, TH, F						
GRADES	START	RECESS		LUNCH		DISMISSAL
		START TIME	END TIME	START TIME	END TIME	
UTK (K1, K2, K3, K4)	8:11 AM	9:40 AM	10:00 AM	11:45 AM	12:25 PM	2:34 PM
K (Rms 22, 23)		10:05 AM	10:25 AM	12:35 PM	1:15 PM	
K (Rms 1, 2, 24)		10:30 AM	10:50 AM			
1st/4th/3rd (Rms 7, 21)	8:21 AM	10:05 AM	10:25 AM	11:45 AM	12:25 PM	2:44 PM
2nd/5th/3rd (Rms 5, 11)		10:30 AM	10:50 AM	12:10 PM	12:50 PM	

EARLY TUESDAYS (Every Tuesday)				
GRADES	START	RECESS	LUNCH	DISMISSAL
UTK/KINDER	8:11 AM	SAME AS ABOVE		1:34 PM
1st-5th	8:21 AM			1:44 PM

MINIMUM DAY (10/31, 12/13, 6/5, 6/6)					
GRADES	START	RECESS	LUNCH		DISMISSAL
			START TIME	END TIME	
UTK (K1, K2, K3, K4)	8:11 AM	N/A	11:00 AM	11:35 AM	12:59 PM
K (Rms 1, 2, 22, 23, 24)			11:50 AM	12:25 PM	
1st/4th/3rd (Rms 7, 21)	8:21 AM		11:00 AM	11:35 AM	1:09 PM
2nd/5th/3rd (Rms 5, 11)			11:25 AM	12:00 PM	

SHORTENED DAY (11/1, 11/13-11/15, 2/14, 3/3, 3/5-3/7, 4/7, 4/11, 6/9)						
GRADES	START	RECESS	LUNCH		DISMISSAL	
			START TIME	END TIME		
UTK (K1, K2, K3, K4)	8:11 AM	N/A	11:45 AM	12:24 PM	1:38 PM	
K (Rms 22, 23)			12:35 PM	1:14 AM		
K (Rms 1, 2, 24)						
1st/4th/3rd (Rms 7, 21)	8:21 AM		11:45 AM	12:24 PM	1:48 PM	
2nd/5th/3rd (Rms 5, 11)			12:10 PM	12:49 PM		



Los Angeles Unified School District INSTRUCTIONAL SCHOOL CALENDAR 2024-2025

**Board Approved
6/20/2023**

JULY

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

07/04/24..... Independence Day	01/20/25..... Dr. Martin L. King Jr. Birthday
08/12/24..... First Day of Instruction	02/17/25..... Presidents' Day
08/30/24..... Admission Day	03/31/25..... Cesar E. Chavez Birthday
09/02/24..... Labor Day	04/14 - 04/18/25..... Spring Break
11/11/24..... Veterans Day	04/24/25..... Armenian Genocide Remembrance Day
11/28 - 11/29/24..... Thanksgiving Holiday	05/26/25..... Memorial Day
12/16/24 - 12/18/24... Optional Winter Recess Academy	06/10/25..... Last Day of Instruction
12/16/24 - 01/03/25.. Winter Break	06/19/25..... Juneteenth Holiday
01/06/25..... Second Semester Begins	

LEGEND:

- First Day/Last Day of Instruction
- Legal/Local Holidays
- Optional Winter Recess Academy
- School Recess
- Unassigned Day (no school)
- Optional Employee Preparation Day
- Second Semester Begins
- Instructional Days

Instructional Days

Fall Semester.....	81
Spring Semester.....	102
Total.....	183

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

Professional development at Castlebay Lane Charter is guided by student data, student needs, teacher input through the Instructional Leadership Team (ILT) grade level chairs and teacher surveys, and LAUSD priorities. 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 ILT 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 Assistant Principal attends monthly district/regional ILT collaboration meetings to obtain information on district initiatives. In addition, recommendations are received by various groups (e.g., ILT, Governance, ELAC, LSLC).

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.

Professional
Development Calendar
Castlebay Lane
Charter Elementary
2024-2025



Pillar 1: Academic Excellence

High-Quality
Instruction

Enriching
Experiences

Eliminating
Opportunity Gaps

College and
Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning
Environments

Whole-Child
Well-Being

Strong Social-
Emotional Skills

Outstanding
Attendance

Pillar 3: Engagement and Collaboration

Strong
Relationships

Accessible
Information

Leading for
Impact

Honoring
Perspectives

Pillar 4: Operational Effectiveness

Data-Driven
Decision-Making

Modernizing
Infrastructure

Sustainable
Budgeting

District
of Choice

Pillar 5: Investing in Staff

Diverse
Workforce

Professional
Learning

Staff
Wellness

High Performance
Standards

Date	Professional Development 2:00 – 3:00 Banked Time 3:00 – 4:00 Staff Meeting	Strategic Plan Pillar and Priority	Audience	Presenter/ Facilitator
8/5	8:30 – 3:30 Optional PD Day:	1, 5	Teachers	Horosny, O'Rourke
8/6	8:30 – 3:30 Optional PD Day:	1, 5	Teachers	Horosny, O'Rourke,
8/13	Grade Level Collaboration FM: Opening School Year: Policies, Adjunct Duties, IEPs, EL Roster	1, 2, 3, 4, 5	Teachers	Price, Grasso
8/20	Data Driven Decision Making (Mandated) <i>This module offers a deep dive into techniques to analyze, interpret, and utilize data effectively to enhance teaching strategies and improve student outcomes. Participants will learn to navigate various data sets, understand trends, and make evidence-based decisions that align with their school's educational goals.</i>	1, 5	Teachers	Grasso
8/27 Back to School Night	Grade Level Collaboration	1, 5	Teachers	Grade Level Chairs
9/3	Assessments Informing Instruction: iReady Tools (Mandated) <i>This module explores the practical application of iReady tools and analytics to meet diverse student needs effectively. Participants will gain insights into data interpretation, the integration of formative assessments, and the implementation of targeted interventions to foster academic growth and mastery</i> FM: Creating Welcoming Environments (District Mandated, Due 9/25/24)	1, 5	Teachers	Price, Grasso

9/10	Data Driven Rigor for Every Learner (GATE, Part 1; Mandated) <i>This module focuses on leveraging data to strategically plan for small-group instruction, ensuring each student's academic strengths and needs are addressed. Participants will review performance data, assessment blueprints, and power standards to enhance small-group instruction in literacy and numeracy.</i>	1, 5	Teachers	
9/17	Data Driven Rigor for Every Learner (Black Students, Part 2; Mandated) <i>This module focuses on leveraging data to strategically plan for small-group instruction, ensuring each student's academic strengths and needs are addressed. Participants will review performance data, assessment blueprints, and power standards to enhance small-group instruction in literacy and numeracy.</i> FM: School Updates	1, 5	Teachers	
9/24	PDSA - Plan: Planning/Data Analysis FM: Schoolwide Data Chat; Suicide Awareness & Prevention (District Mandated, Due 10/23/24)	1, 5	Teachers	
10/1	Grade Level Collaboration: Analyzing Student Work Samples to Inform Partial Understanding (Math - Word Problems)	1, 5	Teachers	Nursing training - Epi pen, first aide, seizures, medication administration, Narcon Q&A
10/8	Everyone Belongs Here (75 Mins) <i>Strengthening the school community and belonging for the whole school community. In</i>	1, 5	Teachers	Frances Marion, Student

				Coordinator
10/29	<p>Grade Level Collaboration</p> <p>Focus: Parent Engagement in Academics</p> <p>Task Options (Grade Level Choice):</p> <ul style="list-style-type: none"> • Preparation for Parent Conference • Grading Practices Article "The Case Against Zero" • Family Outreach (iAttend, Compliment Phone Calls) • Opening Cumulative Records <p>FM: School Updates</p>	1, 5	Teachers	
11/5 Election Day	<p>Science - Overview of Disciplinary Core Ideas (Part 1; Mandated)</p> <p><i>This module is designed to empower educators to seamlessly integrate the Next Generation Science Standards (NGSS) into their classrooms, with a specific focus on the Crosscutting Concepts (CCCs) and the Science and Engineering Practices (SEPs).</i></p>	1, 5	Teachers	David Price
11/12 Parent Conference Week	Parent Engagement	1, 5	Teachers	Grade Level Chairs
11/19	<p>Science - Overview of Disciplinary Core Ideas (Part 2; Mandated)</p> <p><i>This module is designed to empower educators to seamlessly integrate the Next Generation Science Standards (NGSS) into their classrooms, with a specific focus on the Crosscutting Concepts (CCCs) and the Science and Engineering Practices (SEPs).</i></p> <p>FM: De-Escalation and Restorative Practices</p>	1, 5	Teachers	

	(District Mandated, Due 1/15/25)			
Thanksgiving Break - No School				
12/3	Grade Level Collaboration - Analyzing formative assessments	1, 5	Teachers	Grade Level Chairs
12/10	Grade Level Collaboration	1, 5	Teachers	Grade Level Chairs
Winter Break - No School				
1/7	Grade Level Collaboration FM: EpiPen Training (Staff)	1, 5	Teachers	Grade Level Chairs
1/14	Instructional Rounds Reflection (IR in Dec 24) FM: School Updates 2025-2026 Budget	1, 5	Teachers	
1/21	Grade Level Collaboration: Focusing with Grade Level Teams to Intentionally Plan Small Group Instruction	1, 5	Teachers	Grade Level Chairs
1/28	FM: TFI: Tier 1 Review and Diving into Tier 2 Supports Presented by Ren.			
2/4	Numeracy - Real World Applications (Part 1 & 2, Mandated) <i>This module covers practical methods for incorporating real-life contexts into numeracy lessons, helping students see the relevance of math in their everyday lives. Over two (2) parts, participants will explore innovative approaches to problem-solving and critical thinking, equipped with tools and resources to foster a deeper understanding and appreciation of mathematics among their students.</i>	1, 5	Teachers	Grade Level Chairs

	FM: Announcements, Mandated Training on No Hate/ICE			
2/11	Grade Level Collaboration	1, 5	Teachers	
2/18	<p>Translanguaging Mindset - The Genius of the Multilingual Brain (Mandated)</p> <p><i>This module explores the cognitive benefits and educational strategies derived from embracing multiple languages in learning environments. Participants will learn how to effectively incorporate translanguaging to boost comprehension, cultural inclusivity, and student engagement.</i></p> <p>District-Determined Instructional Choice Board Modules (#1)</p>	1, 5	Teachers	
2/25	<p>iReady Professional Development</p> <p>2nd Grade: OLSAT Training</p> <p>FM: School Updates</p>		Teachers	iReady Team
3/4	Community Outreach	1, 5	Teachers	Grade Level Chairs
Parent Conference Week				
3/11	<p>District-Determined Instructional Choice Board Modules (#3)</p> <p>FM: Breaking the Silence Child Abuse (District Mandated, Due 4/30/25)</p>		Teachers	
3/18	Writing Process Opinion Writing - Analyzing Student Work (2 hrs)	1, 5	Teachers	
3/25	<p>District-Determined Instructional Choice Board Modules (#4)</p> <p>FM: School Updates</p>		Teachers	

4/1	District-Determined Instructional Choice Board Modules (#5) FM: Grooming Awareness Training (District Mandated, Due 4/30/25)		Teachers	
4/8 Open House	Grade Level Collaboration	1, 5	Teachers	Grade Level Chairs
Spring Break - No School				
4/22	District-Determined Instructional Choice Board Modules (#6) FM: School Updates		Teachers	
4/29	District-Determined Instructional Choice Board Modules (#7) FM: Cyber Security Training (District mandate)		Teachers	
5/6	Grade Level Collaboration FM: Matrix Signing (Tentative Date per UTLA Contract)	1, 5	Teachers	Grade Level Chairs
5/13	LSLC Topic FM: Reorganization		Teachers	
5/20	 FM: School Updates		Teachers	
5/27	Grade Level Collaboration	1, 5	Teachers	Grade Level Chairs
6/3	Grade Level Collaboration	1, 5	Teachers	Grade Level Chairs

6/10	Closing Bulletin	1, 4, 5	Teachers	Price
Last Day of School for Students				

**For the seven District-determined instructional choice board modules, the Division of Instruction, Equitable School Performance Office, Educational Transformation Office, Office of Special Education, Equity and Specialized Programs, and others will develop a variety of choice board professional development modules that closely align with the District's instructional priorities.*

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard 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. Based on the Home Language Survey, students with reasonable suspicion (or reasonable doubt) are administered the initial ELPAC. Once students are identified as English learners, parents indicate their English language program option, and students are provided with designated and integrated ELD instruction. The EL designee provides professional development to EL teachers on Designated ELD and Integrated ELD. The EL designee 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 and SSPT Committee to ensure they are making adequate academic progress, using district and state data systems such as Whole Child and MiSiS. English Learners are expected to achieve academic success in both English Language Arts and Mathematics. Our goal is to have our English Learners be proficient in English and meet grade-level standards.

Students are expected to progress 1 English Learner progress Indicator (ELPI) annually (see California Dashboard). ELs are also expected to meet or exceed standard on the end of year Smarter Balanced Assessment (SBA) in ELA (Grades 3-5) or approaching standard on iReady Reading (Grades 3-5) or meet benchmark on DIBELS (Grades K-2) and earn a “3” (meet standard) on the Composite Grade for ELA (Grades K-5) as part of the reclassification requirements.

When English Learners are not making adequate progress, Castlebay Lane Charter provides intervention opportunities for students. The EL designee meets with teachers to discuss specific areas of need. Intervention opportunities (e.g., high dosage tutoring, pull in/push out intervention) are offered to students to support meeting reclassification goals, including long term English learners (LTELs). Relevant data, including reclassification rates are shared with stakeholders through Governance, ELAC, and professional development meetings and are used to inform our Targeted Student Population (TSP) plan and LCAP goals.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to 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 on a fee-for-service basis.

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. 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. Our GATE population is composed of students who are high-achieving, creative, display leadership qualities, and/or demonstrate high aptitude for visual and/or performing arts.

We at Castlebay Lane Charter are dedicated to identifying our gifted and talented and high achieving population by administering the Otis Lennon Scholastic Aptitude Test (OLSAT) to all second graders.

Identification comes from a variety of methods. All second graders at Castlebay are administered the Otis Lennon Scholastic Aptitude Test (OLSAT), to identify our young high-performing students. Second graders who are identified through the OLSAT are automatically referred for Intellectual testing. All teachers, parents, and staff, are encouraged to refer students for testing. The GATE Coordinator monitors student achievement data on the SBA and other standardized testing to inform potential referrals. The GATE Coordinator monitors the referral progress and completes necessary paperwork to coordinate assessment.

Beginning in third grade, gifted students are clustered according to LAUSD GATE guidelines. All 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 coherent practices are shared throughout the year. The GATE Coordinator assists in

providing professional development and bringing presenters that will provide support for Gifted instruction.

Castlebay Lane Charter is committed to addressing student needs by incorporating experiential learning and differentiated planning into daily instruction. Teachers provide GATE students with lessons and assignments that encourage the students to strengthen their cognitive thinking skills. Students are asked to demonstrate their comprehension and thorough knowledge of each subject by defining, describing, and providing evidence of what they have asserted through analysis and synthesis of the information. Students are also introduced to and utilize Sandra Kaplan's Depth and Complexity icons and strategies to meet the needs of high achievers.

Students have ample opportunities to participate in enrichment activities aligned to specific interests such as dance, coding, music, etc.

Student progress in the GATE program are monitored through various assessment tools such as SBA, IABs, DIBELS, teacher observations, and unit tests. In Spring 2024, 73 students in grades 3-5 identified as GATE took the SBA. 95% of students met/exceeded standard in ELA and 95% of students met/exceeded standard in Mathematics.

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. Some strategies and techniques incorporated into classroom curriculum include:

- *Depth and Complexity*: Use tools like the Depth and Complexity Icons to encourage students to think critically about concepts, explore different perspectives, and analyze information in a more sophisticated way.
- *Socratic Seminars*: Facilitate discussions where students engage in thoughtful dialogue, ask open-ended questions, and support their ideas with evidence.
- *Problem-Based Learning*: Present students with real-world problems and challenge them to develop creative solutions. This promotes critical thinking, collaboration, and problem-solving skills.
- *Inquiry-Based Learning*: Encourage students to ask questions, investigate topics, and draw their own conclusions. This fosters curiosity and a love of learning.
- *Curriculum Compacting*: This strategy allows students to demonstrate mastery of content quickly, and then provides them with opportunities to delve deeper into the subject matter or accelerate their learning.
- *Tiered Assignments*: Teachers can create different levels of assignments based on students' readiness and abilities. This allows gifted students to work on more challenging tasks that match their level.
- *Independent Study*: Encourage students to pursue independent projects based on their interests. This fosters self-directed learning and allows them to explore topics in depth.
- *Flexible Grouping*: Group students based on their readiness, interests, or learning styles. This allows for targeted instruction and collaboration with peers who have similar abilities.

- *Open-Ended Projects*: Provide students with opportunities to work on projects that allow for creativity and self-expression.
- *Brainstorming and Idea Generation*: Use techniques like brainstorming and mind mapping to encourage students to generate new ideas and think outside the box.
- *Design Thinking*: Introduce students to the design thinking process, which involves empathizing, defining, ideating, prototyping, and testing solutions.
- *Maker Space*: Create a space where students can tinker, build, and create using various materials and technologies.
- *Differentiation*: Remember that gifted students are individuals with diverse needs and interests. It's important to differentiate instruction to meet their specific needs.
- *Collaboration*: Encourage collaboration among gifted students, as well as with students of varying abilities.
- *Assessment*: Use a variety of assessment methods to evaluate students' progress and understanding.
- *Parent Involvement*: Engage parents in their child's GATE education and provide them with resources and support.

Students Achieving Below Grade Level

Castlebay Lane Charter utilizes standardized summative and formative assessments to assess and monitor student achievement which include, but are not limited to:

- Common Core State Standards Assessment/SBA for Grades 3rd-5th (yearly)
- Science CAST (5th grade only –yearly)
- ELPAC (yearly)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Reading Assessments (Beginning, Middle, and End of Year)
- DIBELS Progress Monitoring (for students who fall below benchmark),
- i-Ready ELA Diagnostic Assessments (Beginning, Middle and End of Year)
- Eureka Math Assessments (mid- and end-of-module)
- Interim Assessment Block for ELA and Math (Grades 3-5).

Data from these different assessments is collected and studied by teachers independently and at weekly, and monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and, together with teachers, plans how to utilize it on an ongoing basis throughout the year.

Castlebay Lane Charter students achieving below grade level are identified based on various data such as DIBELS and SBA. Other assessments given in the classroom, as well as teacher observations, are 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, Assistant Principal, and other teachers/staff members. Strengths and weaknesses of the student are discussed as well as supports that can be put in place to meet the needs of the student. Interventions are provided to students who are achieving below grade level. Some interventions provided include:

Targeted Instruction

- *Small Group Instruction:* Provide focused instruction in small groups to address specific skill gaps. This allows for more individualized attention and targeted practice.
- *One-on-One Tutoring:* Offer individualized tutoring to provide intensive support and address specific learning needs.
- *Differentiated Instruction:* Modify teaching methods and materials to match the student's learning level and pace. This might include using different texts, providing visual aids, or breaking down tasks into smaller steps.

Skill-Specific Interventions

- *Reading Interventions:*
 - *Phonics Instruction:* Focus on teaching the relationship between letters and sounds to improve decoding skills.
 - *Fluency Practice:* Provide opportunities for students to practice reading aloud to improve their speed and accuracy.
 - *Comprehension Strategies:* Teach students strategies for understanding and remembering what they read, such as summarizing, predicting, and questioning.
- *Math Interventions:*
 - *Number Sense Activities:* Help students develop a strong understanding of numbers and their relationships.
 - *Math Fact Fluency:* Use games and activities to help students memorize basic math facts.
 - *Problem-Solving Strategies:* Teach students strategies for approaching and solving math problems

Students achieving below grade level will be monitored using various assessment tools such as DIBELS, SBA, 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

As of Spring 2025, 34% of students at Castlebay Lane Charter have been identified as socioeconomically disadvantaged through the LAUSD More than a Meal application on the Whole Child Dashboard—a notable increase from 14% in 2017. In response to this significant demographic shift, Castlebay Lane Charter has implemented a comprehensive support system designed to provide targeted opportunities and close opportunity gaps for this at-risk population.

By identifying these students through family qualifications for the free and reduced meal program, the school ensures that tailored interventions are in place to support their academic and personal growth. This commitment directly aligns with the "Eliminating Opportunity Gaps" priority under Pillar 1: Academic Excellence of LAUSD's 2022-26 Strategic Plan, which emphasizes equitable resource allocation and personalized learning experiences to ensure that all students are prepared for success.

These students benefit from a range of services including counseling from a school psychologist and a psychiatric social worker, daily care provided by a school nurse, and specialized programs such as the Brave Equity Leader program for fourth and fifth graders, alongside Student Council involvement for fifth graders. Castlebay Lane Charter also offers access to free after-school care through Youth Services and the KYDS program, academic assistance with materials and supplies, field trip opportunities, enrichment instruction in music, art, and computer skills, and after-school programs like Book Nook tutoring, E-Sports, Making Movies That Matter, and Computer Science for Good.

Additionally, the Brave Equity Leaders (BEL) program further engages students by promoting equity, leadership, and community involvement. Students have access to visual and performing arts based field trips through our CAP funding. Scholarships are available for fifth grade students to attend the annual Pali Camp field trip. The progress of these students is rigorously monitored through assessment results from the SBA, DIBELS, Interim Assessments, and teacher observations, ensuring that the support provided is both effective and comprehensive.

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

Monitoring socioeconomically disadvantaged elementary students requires a nuanced approach that considers the various challenges they may face. Some strategies Castlebay Lane Charters uses to effectively monitor their progress and well-being:

Academic Monitoring:

- *Frequent Formative Assessments:* Use regular, low-stakes assessments to track student understanding of concepts. This helps identify areas where students may be struggling early on.
- *Data-Driven Instruction:* Analyze assessment data to inform instruction and provide targeted support to students who need it.
- *Progress Monitoring:* Track student progress over time to ensure that interventions are effective and that students are making gains.

Individualized Learning Plans: Develop individualized learning plans for students who are significantly behind grade level. These plans should outline specific goals, strategies, and interventions.**Social-Emotional Monitoring:**

- *Check-ins:* Regularly check in with students to see how they are doing emotionally and socially. This can be done through informal conversations, surveys, or other tools.
- *Observation:* Pay attention to students' behavior and interactions with others. This can provide valuable insights into their social and emotional well-being.
- *Social Skills Assessment:* Use formal or informal assessments to evaluate students' social skills, such as communication, cooperation, and conflict resolution.

- *Collaboration with School Counselors:* Work closely with school counselors to provide support to students who are experiencing social or emotional challenges.

Environmental Monitoring:

- *Attendance Tracking:* Monitor student attendance closely to identify any patterns of absenteeism. Chronic absenteeism can be a sign of underlying issues, such as health problems, family challenges, or lack of transportation.
- *Home-School Communication:* Maintain regular communication with parents to share information about student progress and to address any concerns.
- *Resource Support:* Connect families with resources in the community that can help them meet their basic needs, such as food, housing, and healthcare.
- *Creating a Supportive Classroom Environment:* Foster a classroom environment that is safe, welcoming, and inclusive. This can help students feel comfortable and supported, which can improve their academic and social-emotional outcomes.

By implementing these strategies, Castlebay Lane Charter educators can effectively monitor the academic, social, and emotional well-being of socioeconomically disadvantaged elementary students and provide them with the support they need to succeed.

Distance from standard for students with low socioeconomic status at Castlebay Lane Charter compared to students with low socioeconomic status in the State of California.

School year	Number of assessed students at Castlebay	ELA (Meet/Exceeds) at Castlebay	ELA (Meet/Exceeds) in California	Mathematics (Meet/Exceeds) at Castlebay	Mathematics (Meet/Exceeds) in California
2018-2019	79	17.1	-30.1	14.4	-63.7
2019-2020	no data	no data	no data	no data	no data
2020-2021	no data	no data	no data	no data	no data
2021-2022	65	16.5	-41.4	3.3	-84
2022-2023	61	29.5	-42.6	3.1	-80.8
2023-2024	75	16.4	-40.9	5.6	-78.2

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that

all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

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, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All 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. 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

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall 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. Inclusion

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. 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 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.

h. Student Discipline

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 as 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.

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

Students in Other Student Groups

To meet the diverse needs of Foster Youth and Standard English Learners (SELs), teachers and administrators at Castlebay Lane Charter adhere to established referral service protocols. A deep commitment to equity ensures that these students receive the necessary academic, social-emotional, and linguistic support to fully access a rigorous and responsive curriculum.

The Foster Youth Achievement Program within LAUSD offers a comprehensive, student-centered approach, providing counseling for students and families, conducting thorough academic assessments, collaborating with children's social workers to ensure school stability, expediting enrollments and transfers, and connecting students to district-wide services and community resources. These efforts align with Pillar 1: Academic Excellence, which prioritizes eliminating opportunity gaps and ensuring every student has the support needed to succeed.

For Standard English Learners, the EL designee and teachers work collaboratively to identify students and implement culturally and linguistically responsive instruction. Recognizing the impact of ethnic-specific, nonstandard dialects, teachers employ asset-based pedagogies that affirm students' linguistic and cultural identities. Castlebay Lane Charter integrates students' histories and cultural backgrounds into the curriculum, leveraging enriching educational experiences to foster engagement and academic growth.

Progress monitoring for Foster Youth and Standard English Learners (SELs) is multifaceted, utilizing standardized test scores such as the Smarter Balanced Assessment and ELPI, alongside DIBELS assessments and teacher observations to track academic progress. Additionally, attendance data, behavioral insights, parent-teacher conferences, and report card grades provide a comprehensive view of student performance and well-being. Aligned with LAUSD's Data-Driven Decision-Making Framework, these assessments support personalized instructional interventions that enhance literacy, numeracy, and overall student success.

Recognizing that Foster Youth and Standard English Learners (SELs) often face similar challenges as students from low-socioeconomic backgrounds, Castlebay Lane Charter adopts a holistic, equity-driven approach to student support. Teachers participate in ongoing professional development focused on evidence-based instructional strategies, reinforcing LAUSD's commitment to high-quality instruction, eliminating opportunity gaps, and fostering inclusive learning environments. The school administration team collaborates with LAUSD district staff to identify and provide specialized services for Foster Youth, offer targeted professional development for teachers supporting SELs, and implement best practices in culturally responsive pedagogy and trauma-informed instruction.

Our school is committed to sharing effective instructional strategies and innovative practices with other traditional and charter public schools serving similar grade levels. To facilitate this, we implement a monthly instructional rounds schedule focused on our annual Problem of Practice, which is collaboratively developed based on student data and instructional priorities with our Instructional Leadership Team (ILT). As part of our outreach, we will invite principals, teachers, and instructional leaders from neighboring schools to participate in these instructional rounds. This collaborative model allows for meaningful professional dialogue, observation of real-time teaching strategies, and the exchange of ideas to enhance instructional practices across campuses.

Additionally, we are in the process of applying for the Schools for Advanced Studies (SAS) designation in recognition of our exemplary Gifted and Talented Education (GATE) program. Upon receiving this designation, we will serve as a demonstration site for high-quality differentiated instruction and enrichment strategies for gifted learners. As an SAS site, we will host instructional visits, model lessons, and professional development opportunities for educators from other schools seeking to strengthen their own GATE programs.

Through strategic partnerships and equity-centered initiatives, Castlebay Lane Charter ensures that all students thrive, advancing the District's vision of access, inclusion, and academic excellence for every learner while aiming to contribute to a broader community of practice that fosters continuous improvement, innovation, and equity in education.

"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 TK/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 TK/Kindergarten and 2:44 p.m. for students in first through fifth grade. On Tuesday, dismissal time is at 1:34 p.m. for TK/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 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 laptops and iPads as tools for learning and demonstrating what they have learned. Teachers utilize smart boards, document cameras and/or projectors along with laptops and iPads 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 UCLA School of Education and Information Studies (3/5/2024 John McDonald), has highlighted several benefits of arts education for K-12 students. Research supports that integrating the arts into education positively impacts cognitive development, emotional well-being, and academic performance. By nurturing

creativity, emotional intelligence, and critical thinking, arts education plays a crucial role in holistic student development.

As soon as the bell rings, the campus quiets down for a few minutes. The students can be seen in their classrooms getting ready for the day while our principal, and student council members are delivering the morning message and welcoming students to school. Fifth-grade Brave Equity Leaders wearing their purple vests help escort visitors and tardy students to their classes. Student council members lead the entire school campus in the Pledge of Allegiance, share the brunch and lunch menu items, as well as daily PBIS messages and reminders for the school. Students can earn “Silver Shields” for demonstrating the “Three B’s (Be Safe, Be Respectful, Be Responsible)” around Castlebay’s campus and enter them into a raffle, as part of the Tier 1 support aligned to the Tiered Fidelity Inventory. Once weekly, a drawing with names on Silver Shields are called out and these students receive a little prize.

Once this has happened, Castlebay students emerge in different directions to take part in diverse curricular studies. Castlebay classrooms have schedules during the day that provide students with enrichment classes in science, music, art, dance, theater, physical education and media lab taught by specialists in their fields and/or grade-level teams. At any given moment, students can be seen traveling to and from designated places such as the science lab, Makerspace, and the Performing Arts Center (for dance or music), enjoying PE on our playground, or working in the school garden.

Castlebay has approximately 660 students. During lunchtime, every student knows where to be and when to be there, rotating between assigned lunch tables and play areas, such as handball, tetherball, basketball, four square, kickball, and the apparatus. Students in bright safety vests are fourth- and fifth-grade “Play Leaders” that take turns in helping kindergartners and first-graders transition into the large playground area by teaching them the rules of games and monitoring safety alongside the school’s teacher assistants. Fourth and fifth-grade students are Brave Equity Leaders, and help with injured students in assisting with walking to the office if needed. Additionally, students receive “Silver Shields” (viz., Caught you Being Great) for responsible behavior such as helping others in need, picking up after themselves, and demonstrating fair play.

Students engage in social emotional learning through whole class instruction with classroom teachers and with various specialists aligned to the Tiered Fidelity Inventory, aligned to an MTSS approach for supporting student behavior and discipline. Our students may work individually or in small groups with our psychiatric social worker or school psychologist to learn strategies through a trauma-informed approach aimed at teaching the whole child.

In the afternoon, the movement between classroom academics and enrichment classes continues. Castlebay has character assemblies where students, teachers and staff work together to share ideas and promote good character. Afternoons can also include classes heading to and from the auditorium to work on class plays, presentations, or musical performances.

When the bell rings in the afternoon, some students walk out to the gates and meet their parents or caretakers. Other students join after-school activities including intervention

programs, Beyond the Bell, Youth Services, KYDS, or various interest enrichment classes and clubs, including Black Student Union, and our school newspaper, *Castlebay Connections*.

Every day at Castlebay is filled with exciting challenges in a nurturing and supportive environment. Our sense of school community is strong and evident.

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 subdivision (a) of Section 52052. 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(c)(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(c)(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 school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning 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) and Strategic Plan, as they 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil

outcomes.

Our Vision for Student Outcomes

Castlebay Lane Charter is a California Distinguished elementary school, dedicated through its STEAM curricular programs and educational opportunities, to educate, challenge, and inspire our students to reach their full potential. This is accomplished through our unique community-based partnership.

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

To carry out our mission and vision statements, Castlebay Lane Charter's curriculum includes an integrated K-5 curriculum aligned with Common Core State Standards (CCSS) and Frameworks for ELA and Math, California ELD Standards, Next Generation Science Standards, and California History/Social-Science Framework and CCSS for Social Studies. Cross-curricular, hands-on project-based enrichment curricula meet or exceed State Standards for Music, Art, Physical Education, and Technology. The Castlebay program embraces the following key elements:

- *Standards are Essential:* CCSS serve as a benchmark for what students at each grade level need to learn. These standards are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific, basic knowledge and skills the students must master.
- *Challenging Curriculum:* The goal of Castlebay is to provide a challenging curriculum that will not only meet but also exceed the minimum thresholds established by the CCSS.
- *Trained Teachers:* 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. If students are going to be held to high standards, they need teachers who know the subjects and know how to teach those subjects. Strategies for significant and on-going teacher professional development using the selected curricula are included in the Castlebay program.
- *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.

Desired Outcomes of the School's Instructional Program

- *Language Arts:* Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.
- *Mathematics:* Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also make sense of problems and persevere in solving them, including

creating their own word problems to gain further understanding of the applications of such processes.

- *Science*: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, and Earth. In addition, students will learn about Ecology. Students will formulate their hypothesis and conduct experiments utilizing the scientific method as they engage in hands-on critical thinking experiments in our Science Lab. They will apply their skills to gain further understanding of the environment whenever possible by utilizing such resources as our “garden boxes.”
- *History and Social Studies*: Students will demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance.
- *Technology*: Students will be familiar with various applications to accomplish goals in all other disciplines such as Google Docs/Microsoft Word and Google Slides/PowerPoint. Students will understand the use of current technology and its real-world applications. Students in 3rd grade will have formal keyboarding instruction at the beginning of the school year, and these skills will be reinforced in 4th and 5th grades. All students at Castlebay will have regularly scheduled time to utilize one-to-one portable iPad carts and Chromebook carts.
- *Arts*: Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance/creative movement. This will be promoted through an academic curriculum intertwined with enrichment instruction by specialists.
- *Physical Education*: Each student will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the Physical Education standards with dedicated time for psychomotor skills development.

Cultivating Life-Long Learners

Maintaining the focus on the whole child, students at Castlebay will also develop lifelong learning skills and interpersonal skills, which include:

- *Leadership, Collaboration and Cooperation*: Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. Students will learn to prepare for and participate effectively in a range of conversations and collaboration with various partners, building on others’ ideas and expressing their own clearly and persuasively.
- *Goal Setting*: Students will learn to set their own short-term and long-term academic goals in keeping with their abilities and based on a high level of expectation inherent in the school community.
- *Critical Thinking and Problem Solving*: Students will learn to be effective problem solvers and will develop critical-thinking skills. This includes analyzing and evaluating information that is provided, whether that information is through observation, experience or communication. Students will learn to respond to new information and use questioning to gain further meaning.
- *Self-Discipline*: Students will learn to manage their own behavior and will respect and uphold the values of the community. Students will learn to use effective communication strategies on the playground such as Restorative Rainbows to solve a

conflict.

- *Citizenship:* Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world. Receiving a “Silver Shield” raffle ticket may reward a student’s positive behavior, responsibility and citizenship. Older students will be given the opportunity to volunteer their time as a Brave Equity Leader or as a peer “Play Leader” to participate in community building. This will provide a stakeholder experience to the students and help them to feel invested in the school community.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

In the Spring Castlebay Lane Charter students will take the Smarter Balanced Assessment (SBA). Fifth grade students will also take the CAST that is aligned to the Next Generation Science Standards. English Learners at Castlebay Lane Charter will take the annual Summative ELPAC assessment. During the year, teachers analyze student work samples and summative unit assessments to assess student mastery of standards-aligned concepts to ensure students are making progress. Feedback from summative assessments provides students opportunities to reflect on their progress and support standards mastery. Achievement on summative assessments are monitored throughout the year to identify student and school strengths and needs. Assessment data will be analyzed by school leadership, teachers, committees and shared with stakeholders. Moreover, data will inform intervention program development and professional development for teachers. The LCFF State Priorities tables in Element 1 of this charter petition include student performance targets by subgroup

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’s formative assessment plan aligns to LAUSD’s Comprehensive Assessment Plan. DIBELS, iReady, and IABs are formative assessments implemented at the beginning (BOY), middle (MOY), and end (EOY) of the school year in the specified course of content area. These assessments can be reviewed and assessed through Schoology, LAUSD’s learning management system (LMS), and data is accessed through Whole Child and MiSiS.

Castlebay teachers use a variety of assessment tools and strategies. Assessments are conducted to determine student progress in standards mastery and are used to drive instruction and inform targeted small group instruction. In addition to LAUSD assessments, teacher selected assessments may include the following:

- Letter Name/Sound Assessment

- Fifty Sight words
- Writing Benchmark Portfolios
- Student Conferences
- Teacher-Created Assessments (for all content areas)
- Mystery Science Assessments
- FOSS Science Assessments
- Impact Social Sciences Curriculum Assessment
- Unit projects connected to project based learning assignments
- Reading Workshop
- Teacher-Student Conferences
- Eureka Math Assessments
- Eureka Math Fluency
- Exit Tickets
- CKLA Curriculum Assessments
- Running Records
- Writing Workshop
- Teacher-Student Conferences Teacher-Created Math Assessments
- Fry Oral
- Dynamic Indicators of Basic Literacy Skills (DIBELS Next)
- Progress monitoring through Amplify
- CORE K-12 Math Assessment
- Words Their Way Spelling Inventories
- Bridges Yearlong Skills Assessment

DATA ANALYSIS AND REPORTING

Castlebay Lane Charter has a process for collecting, analyzing, sharing, and reporting academic performance data.

Our school uses the data platforms Whole Child, MiSiS, iReady, and Amplify to support staff and administrators to use and monitor achievement and other data to identify equity issues and make school improvements. Data is used by administrators and governing councils to make informed decisions on school policy and improvement and teachers use data to inform instruction. All educators at Castlebay utilize data to inform intervention through a MTSS framework.

Teachers collect and analyze student achievement data multiple times per year and regularly analyze data during grade level collaboration to drive the curriculum and instruction. Student achievement data is communicated to students and parents through the Schoology Gradebook and Parent Portal to increase transparency between school and home. Teachers communicate student progress during formal parent conferences in the Fall (optional in the Spring), informal parent conferences as needed, more formal SSPT meetings for students requiring Tier 2 support, and IEP meetings for Tier 3 support.

Teachers analyze data throughout the school year. At the beginning of the school year, Castlebay teachers analyze Smarter Balanced achievement data from the prior Spring. Teachers identify students who met/exceeded and have not yet met standards in ELA and

Mathematics. Teachers also note student proficiency from the ELPAC in Speaking, Listening, Reading, and Writing. These scores are used by teachers, in addition to BOY assessment data to identify students at risk who would benefit from additional support during the school year. Teachers also identify high performing students for enrichment and or GATE referrals.

Moreover, assessment data informs and influences the professional development calendar for the school year by examining performance on whole school and student subgroup achievement data. School leaders, teachers, and staff regularly participate in professional development with the goal of access and equity for all student subgroups.

Data is used to inform instruction and progress at Castlebay Lane Charter. Data is shared publicly through the California Dashboard, and at the school through committee meetings, newsletters, and Coffee With the Principal.

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(c)(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 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).

If the charter school has a separate charter school Governing Council [Our school Governance Council of 12 members is comprised of 6 parent representatives elected by parents, 4 teachers, one classified staff member representative elected by teachers and staff, and one school principal. Council members are elected for 2 year terms; one-half of the members will be elected each year. Castlebay Lane Charter’s Governance Council is subject to LAUSD’s Governing Board and has autonomous decision-making ability over the following mandated committees/councils: school-site budgeting, authority to reduce class size below district norms, where possible, instruction, curriculum and assessments, professional development, and school site-specific policies. Additionally, a merge waiver is renewed and filed with the District annually.]

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 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 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 Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter Schools shall comply with all applicable federal and state laws and local 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.

STAKEHOLDER INVOLVEMENT

Castlebay 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 Charter, their primary role is to help us fulfill our goal of providing an enriched education experience for all children. Involvement in the Local School Leadership Council, 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 SBA 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 and Teachers Helping), 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, attendance at charter school meetings, participation in planning and attending of fundraising and community events and activities.

The Local School Leadership Council (LSLC) plays a pivotal role in steering the strategic direction of our elementary school, closely aligning with Pillar 4 of the Strategic Plan, which emphasizes shared leadership, continuous improvement, and robust community engagement. Composed of twelve dedicated members, the LSLC includes six teachers and certificated staff—one of whom serves as the UTLA representative—along with the principal, a non certificated staff member, and four elected parent or community representatives. Together, this diverse group collaborates to set priorities, allocate resources effectively, and implement initiatives that enhance student learning and overall school performance, ensuring that the voice of every stakeholder is integral to our shared vision for educational excellence.

TITLE IX, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 (“Section 504” and “Section 508”), 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 Region 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 Region 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

Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

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 in accordance with all applicable legal and District requirements. 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. 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 or designee.

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 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 or when an administrative transfer is necessary as determined by the Region administrator (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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and 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 response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated 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 (Integrated Safe School Plan) and keep it readily available for

on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq., as well as applicable District policy, 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, vendor/contracting entity employee who may have frequent or prolonged contact with students, 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. Education Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (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(e).)

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 area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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/guardian 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 their 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

The student recruitment process at Castlebay is a dynamic and multifaceted approach that combines digital outreach, community engagement, and structured enrollment procedures. Through these efforts, the Charter School ensures that prospective families are well-informed about its programs and have ample opportunities to explore what makes Castlebay a unique educational choice.

A key component of the recruitment strategy is digital outreach, which allows the school to connect with families through multiple online platforms. Castlebay maintains an updated website that serves as a central hub for essential information, including details about the charter program, enrollment procedures, curriculum highlights—such as its STEAM focus—and testimonials from students and parents. Social media plays an equally vital role, with Instagram showcasing student achievements, upcoming events, and important enrollment deadlines. Posts often feature student projects and teacher spotlights, giving families an inside look at the school community.

To recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities, we are included in the LAUSD eChoices brochure, attend high-visibility districtwide events that highlight student work such as the Region North STEAM Fest, and are currently pursuing Schools for Advanced Studies (SAS) designation, which would widen the net for prospective students.

Beyond digital efforts, community engagement and word of mouth are crucial in attracting new students. Current families, including PATH members and parent ambassadors, play an active role in sharing their positive experiences with neighbors and community groups. School representatives also collaborate with local community centers, libraries, and preschools to spread awareness about enrollment opportunities and encourage families to consider Castlebay as their school of choice.

In addition to digital and community outreach, Castlebay actively engages with prospective families through school and community events. One of the most anticipated events is the Region North STEAM Fest that Castlebay highlights in. STEAM Fest highlights the school's focus on Science, Technology, Engineering, Arts, and Mathematics. This event allows families to experience hands-on student projects, robotics demonstrations, and interactive teacher-led activities that reflect the school's innovative learning environment.

To further support recruitment efforts, the Charter School develops promotional materials that offer a comprehensive overview of its programs and achievements. Professionally designed brochures and flyers highlight academic offerings, extracurricular activities, and student success stories, and are distributed at events, community centers, and local businesses. Families are also encouraged to participate in virtual and in-person school tours, where they can visit the campus, meet teachers, and gain a deeper understanding of the curriculum and learning environment.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries¹) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**
 - **Siblings**
Prospective students who (a) are siblings of students enrolled in grades [TK-4] at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.
 - **Other LAUSD Students**

¹ For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

- **California Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

As an affiliated Charter School, Castlebay follows a lottery-based enrollment system when applications exceed available spots. The lottery process is conducted fairly and transparently., with priority considerations given to siblings of current students and local residents. The school ensures that families fully understand the lottery process by communicating key details through its website, social media channels, and informational meetings.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the school's Maker Space, conveniently located across from the Main Office, that is appropriate for assembly, or equivalent alternative space on campus. The Maker Space is a large lab in which assembly can take place. As an alternative location, the Multi-Purpose Room (MPR) or Performing Arts Center (PAC) may be used. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, a school administrator and a representative from Castlebay's Governance Council shall conduct the random drawing to establish grade-level waitlists in the following manner: First, the names of all currently enrolled students will have automatic admission and will not be entered into the lottery. Next, the names of all kindergarten student applicants who have a sibling and reside within LAUSD boundaries will be randomly drawn and placed on a kindergarten waitlist in the order drawn. Then, the names of all kindergarten student applicants who reside within LAUSD boundaries, but outside of Castlebay's boundaries, will be randomly drawn and placed on a waitlist in the order drawn. Next, the names of all kindergarten student applicants who have a sibling and reside outside of LAUSD boundaries, but within the state of California will be randomly drawn and added to

the kindergarten waitlist in the order drawn. This procedure shall be repeated for all grade levels. These grade-level waitlists shall remain in effect for one (and only one) school year. Non-resident students applying after the Application Period shall be placed on a waitlist in the same priority order as above. After the Lottery, families of applicants may call the school or come to the office in person to inquire about their child's position on the waitlist. The waitlist for each grade level shall be held in the Castlebay's office, accessible only to office staff and administration. If, at the beginning of or during the school year, space becomes available, Castlebay's principal or designee offers enrollment to students in order from the grade-level waitlists. Castlebay's Office Technician will contact these prospective students' families by phone and notify them of the open position and also when application materials will be due. Castlebay Lane Charter makes three attempts at calling students from the lottery waitlist before moving on to the next student on the waitlist. The prospective student will have 48 hours to provide a decision after speaking with authorized office personnel.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If a 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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

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/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws 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/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, immigration 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, including immigration status, 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, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

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 (i.e., District application portal) 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(c)(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(c)(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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF 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 must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). 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 SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

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(c)(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 systems and 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(c)(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 a 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 a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a 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 the 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 that 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(c)(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(c)(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 Region 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.]
c/o Principal David Price
[19010 Castlebay Ln.]
[Porter Ranch, California, 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 5:00 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.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by 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(c)(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 Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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 (2013), 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(g) 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

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 Region 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 comply with all applicable federal and state laws and regulations, and District policies and procedures, 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Dearborn Elementary Charter Academy (also referred to herein as Dearborn", "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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil

exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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(c)(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(c)(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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

Charter School shall comply with all applicable 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, including but not limited to provisions 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.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement required 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 *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to 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 on a fee-for-service basis.

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

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, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All 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. 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

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall 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. Inclusion

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. 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 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.

h. Student Discipline

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 as 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.

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

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 subdivision (a) of Section 52052. 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(c)(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(c)(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 school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning 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) and Strategic Plan, as they 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

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(c)(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 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).

If the charter school has a separate charter school Governing Council **N/A**

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 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 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 Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local 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, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 (“Section 504” and “Section 508”), 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 Region 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 Region 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 Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

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 in accordance with all applicable legal and District requirements. 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. 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 or designee.

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 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 or when an administrative transfer is necessary as determined by the Region administrator (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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and 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 response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated 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 (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq., as well as applicable District policy, 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, vendor/contracting entity employee who may have frequent or prolonged contact with students, 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. Education Code section 234 *et seq.* and related District policies and procedures.

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (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(e).)

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 area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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/guardian 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 their 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.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll.

Prospective students who reside within the former attendance area (boundaries²) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**
 - Siblings

Prospective students who (a) are siblings of students enrolled in TK-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.
 - Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.
- **California Students**
 - Siblings

Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.
 - Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

² For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

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

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the school office or via Zoom, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, once all applications are received, names and application numbers are entered into a digital drawing system.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

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/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws 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/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, immigration 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, including immigration status, 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, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

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 (i.e., District application

portal)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(c)(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(c)(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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF 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 must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). 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 SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

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(c)(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 systems and 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(c)(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 a 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 a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a 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 the 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 that 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(c)(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(c)(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 Region 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 Ln.
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 5:00 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.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by 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(c)(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 Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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 (2013), 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(g) 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

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 Region 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 comply with all applicable federal and state laws and regulations, and District policies and procedures, 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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