

**Castlebay Lane Charter School  
Los Angeles Unified School District  
Charter School Application**

**Petition for Conversion to Affiliated Charter  
Submitted by Castlebay Lane Charter School**

**Final Document Date: March 14, 2012**

## **PETITION TABLE OF CONTENTS**

	<b>Page</b>
Introduction	3
Element 1: The Educational Program	7
Element 2: Measurable Student Outcomes	33
Element 3: Methods by Which Student Outcomes Will Be Determined	37
Element 4: Governance	44
Element 5: Employee Qualifications	51
Element 6: Health and Safety	61
Element 7: Means to Achieve Racial and Ethnic Balance	65
Element 8: Admission Requirements	68
Element 9: Financial Audits	70
Element 10: Student Expulsions	73
Element 11: Retirement Programs	81
Element 12: Attendance Alternatives	83
Element 13: Employee Rights	84
Element 14: Dispute Resolution	85
Element 15: Employer Status and Collective Bargaining	87
Element 16: Procedures to Be Used If the Charter School Closes	88
Appendices	95
Appendix 1: Demographics	
Appendix 2: Proposed Preliminary Budget	
Appendix 3: Bylaws	
Appendix 4: CA State Standards, Grades K-5	
Appendix 5: School Safety Plan	

## **INTRODUCTION**

### **Purpose:**

The Castlebay Lane Charter School community is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District (LAUSD or the District).

The Castlebay Lane Charter School affiliated charter school petition proposes a unifying purpose of educating the whole child and preparing students to thrive in the global community in threefold: 1) establishing an academically rigorous curriculum that not only meets, but exceeds, state academic standards through a disciplined but flexible program that inspires students of all achievement levels; 2) teaching and modeling respect for self, others, and the environment; and 3) partnering with all stakeholders (school administrators, staff, teachers, students, parents, and other community members and businesses) to increase resources and extend learning into the home and community. Our charter school curriculum will integrate higher-order thinking skills, project-based learning, multiple intelligences, community service, and multimedia literacy across the pedagogical spectrum to intrinsically motivate students to develop a life-long love of learning. This multimedia approach to teaching and learning will emphasize communication and exploration in all forms as the key to student success. Through the use of innovative tools and strategies in the classroom, students will flourish in their ability to effectively utilize their resources to access, comprehend, and question information and understand their place in and responsibility to the global community.

Castlebay Lane Charter School is a California Distinguished School. However, increasing challenges threaten our ability to maximize student potential. Obstacles faced include declining state and district budgets, increasing class size, and reductions in faculty and support personnel. Such changes have compromised our efforts to provide genuinely differentiated instruction to a progressively diverse student population (special needs, identified gifted, English language learners, students performing below grade-level, and our typical learners who do not require additional services but deserve instruction to meet their needs). Our school is ever-challenged to achieve more with fewer resources.

Changes such as these have affected us internally as well. We find that the resources to maintain our high-performing school are not provided due to

the limited budgetary funds available. At the same time, we encounter mounting pressure to sustain and advance both an academic program and teaching strategies to achieve even higher levels of student achievement. Status as an affiliated charter will provide Castlebay Lane with a means to overcome some of these difficulties in meeting and exceeding the goals established by the community so that every student reaches his or her highest potential.

### **Goals:**

Castlebay Lane Charter School's primary goal is to educate the whole child with innovative educational instruction that instills a life-long love of learning and maximizes student potential. Specific goals that will support our unifying goal of educating the whole child include:

- Maximizing student success, based on state academic standards and assessment techniques, such as performance assessment, differentiated assignments, authentic assessment, teacher-created assessments, and self-assessment
- Facilitating interactive multiple-modality learning opportunities with an emphasis on enriched learning experiences that are differentiated for all students at various levels, such as children identified below-grade level, gifted and talented, with special needs, and English language learners
- Promoting the use of innovative teaching methods, the use of assessment data to meet the needs of our students, and maintaining a highly qualified staff through targeted professional development
- Valuing music, art, dance, and drama as enrichment that is critical for success in traditional academic subjects
- Providing families of the Northridge community the opportunity to actively contribute to the school's education agenda, priorities, and success
- Continuing to build the foundation for an outstanding public education through thoughtful, thorough, ongoing communication and articulation with neighboring middle schools and high schools

### **Description of the School**

Castlebay Lane Charter School, an affiliated charter school for grades transitional kindergarten (TK) through fifth grade, is located at 19010 Castlebay Lane, Porter Ranch, CA 91326, in District 1 of LAUSD. We currently have one TK class, five kindergarten classes, five first grade classes, a split class of grades first and second, five second grade classes, six third grade classes, four fourth grade classes, and four fifth grade

classes. We also have one part-time class-size-reduction teacher who serves fourth and fifth grade students. Additionally, we have a Resource Specialist Program/Learning Center with two resource teachers servicing our special needs community. We also have a reading intervention program for grades one through five, an after-school intervention program for grades kindergarten through five, and an ELL teacher who works with all grade levels. Based on E-cast demographics, the District expects our enrollment to decrease to 690 students, due to a new K-8 span school opening in our area in September of 2012, which will change our home school boundaries.

### **The Castlebay Lane Charter School and Its Community**

The Castlebay Lane Charter School site is a conversion of the LAUSD school, Castlebay Lane Elementary School. Castlebay Lane is located in the North San Fernando Valley and has the distinction of being a true community school with an API of 940 and the designation of being a California Distinguished School. The school opened in 1971.

There are four public and affiliated-charter school options available for families that reside within an approximately two-and-a-half-mile radius of our school (see chart, Appendix 1). Castlebay Lane Charter School is essentially competing to maintain its status as the highest quality education available for our community. Our intent is to maintain our present population while, at the same time, attract additional students from the surrounding communities to preserve and enrich our student population. In addition to those students within our current boundaries, we would like to offer permits to a limited number of students as classroom space allows. We believe that embracing additional children will foster a deeper appreciation of a greater global community.

### **Demographic Information for Prospective Site (Surrounding School Data)**

See Appendix 1

### **Affirmations and Assurances**

Castlebay Lane Charter School *shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.* Castlebay Lane Charter School *will not charge tuition and will admit all pupils who wish to attend the school according to EC 47605(d)(2)(A).* Castlebay Lane Charter School *will not discriminate against any student 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. Castlebay Lane Charter School will determine admission by a public random drawing if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B) Castlebay Lane Charter School will accept all students within our local school boundaries (both 2011-2012 boundaries and the 2012-2013 boundaries) and a limited number of permits on a space-available basis. Castlebay Lane Charter School will not require any child to attend the charter school, nor any employee to work at the charter school. In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.*

**ELEMENT 1:**  
**DESCRIPTION OF THE EDUCATIONAL PROGRAM**

*“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century,” and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed Code § 47605(b)(5)(A).*

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between the provisions in the charter petition and the MOU executed by Castlebay Lane Charter School and LAUSD for the terms, provisions, and definition of the affiliated charter school, if any, the terms of the MOU, if duly executed by the parties, will supersede.

**School Information**

School Name:	Castlebay Lane Charter School
Address:	19010 Castlebay Lane, Porter Ranch, CA 91326
Telephone Number:	818-360-1908
Contact Person:	Victoria Littlejohn
Term of Charter:	8/14/2012 to 8/13/2017
Grade Configuration:	Transitional Kindergarten through Grade 5
Number of Students In the First Year:	690 per ECast
Grade Levels of the Students in the First Year:	Transitional Kindergarten through Grade 5
Scheduled Opening Date:	August 14, 2012

Admission Requirements: School will follow standard District policy and guidelines on admission. *See also Element 8: Admission Requirements*

Operational Capacity: Determined by the District based on the availability of classrooms

Instructional Calendar: The instructional calendar will adhere to the District calendar.

Bell Schedule: The bell schedule for the Castlebay Lane Charter School will be:

Standard Schedule

8:16	Warning bell
8:21	School begins
9:50	First recess
10:10	End first recess
10:15	Second recess
10:35	End second recess
11:45	First Lunch begins
12:10	Second Lunch begins
12:25	First lunch ends
12:35	Third lunch begins
12:50	Second lunch ends
1:15	Third lunch ends
2:44	End of day

Exceptions

1:44 is the end of day on Tuesdays (banked days).

On minimum days, there is no standard recess or lunch. Brunch is 10:30-10:50, 10:55-11:15, and 11:20-11:40, with dismissal at 12:54 p.m.

If space is available, traveling students will have the option to attend.

**A. Students the School Proposes to Serve**

Currently, the school accepts children who live within our local school boundaries and a limited number of permits on a space-available basis. Some facts about the current and target population:

- Consistently exceeds established District Academic Performance Index (API) benchmarks and meets No Child Left Behind (NCLB) requirements as it relates to students each year



- Currently considered to be a high-performing school with an API of 940
- Higher percentage of identified gifted children than LAUSD average (18% of students are identified Gifted and Talented as compared to the District average of 6%)
- Percentage of ELL students is 7% for the 2011-2012 school year. This number increased approximately 2% between 2010-2011 and 2011-2012 for a total of 59 students for the 2011-2012 school year (42 students in 2010-2011)
- Students with disabilities make up 9% of the 2011-2012 population
- Larger class size means that some classes (of up to 36 students in a single class) are comprised of a combination of gifted, special education, ELL's, twice-exceptional students, as well as typical students
- Kindergartners must be age 5 on or before November 1, 2012, for enrollment during the 2012-2013 school year.

In the last five years, our enrollment numbers have fluctuated slightly with an average of 815 students. This has been our target number of students, but with the opening of a new neighborhood span school (K-8) in September of 2012, the District anticipates a net loss to us of 75 students. The new target number for Castlebay Lane Charter School would be 745 based on current enrollment, but per LAUSD ECast projections, our enrollment is anticipated to be 690.

## **B. Castlebay Lane Charter School Mission and Vision**

### **Mission Statement**

- Castlebay Lane Charter School is a neighborhood school where the children's needs come first.
- All stakeholders are devoted to inspire and prepare students to achieve their highest potential academically, nurture a love of learning, stimulate creativity, respect and tolerate others, accept their role as responsible contributing members of society, develop physically, socially and emotionally.

### **Our Vision Statement**

- Castlebay Lane Charter School fosters the development of creative thinking, rigorous problem-solving, respect for individual differences, and high ethical standards.
- We prepare our students to be fully participating citizens and leaders of the twenty-first century through an academically

challenging program based on the California State Standards and, when implemented, National Standards.

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

- Infuses music, dance, art, theatre, and technology into traditional standards-based curriculum to provide a rich experience for all of our students
- Includes hands-on, investigative learning with experiential classroom activities and special offsite field work such as Pali Camp (now in its fifth consecutive year), as well as grade-level trips to a zoo, farm, and Natural History Museum (among others)
- Places an emphasis on multidisciplinary, project-based learning that encourages our children to make connections between the curriculum and the real world and creates life-long learners
- Emphasizes social and community values that foster self-esteem and respect for each other
- Creates an academic environment that encourages student ownership in the direction of their learning
- Meaningfully involves all stakeholders—parents, students, faculty, administration, and local community partners—in the continuous improvement and success of the school
- Develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation

### **C. What it Means to be an Educated Person in the 21<sup>st</sup> Century**

Castlebay Lane Charter School believes an educated person of the 21st century is flexible, creative, and complex with a never-ending thirst for knowledge. These individuals are self-confident and self-motivated life-long 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 is willing to explore, innovate, collaborate, and learn.

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

Castlebay Lane Charter School students will reason, question and inquire. They will be able to apply the scientific method of investigation. Our students will be intellectually flexible and able to think about complex systems in myriad 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. One needs 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 School recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. 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 joint, collaborative responsibility to provide this culture of education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning.

Castlebay Lane Charter School will serve as an academic arena to develop a desire for life-long learning in all children. Classroom instruction will take into account the multiple modalities of learning and the differences of abilities among students. The school will provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Well-qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for every child to be reached and supported in his/her educational development.

### **D. Typical Day at Castlebay Lane Charter School**

Castlebay Lane Charter School uses a banked-time schedule which meets the required-minutes schedule of the State of California. A typical day begins at 8:11 a.m. for students in kindergarten and 8:21 a.m. for students in first through fifth grades. Dismissal time on Monday, Wednesday, Thursday, and Friday is at 2:40 p.m. On Tuesday, dismissal time is at 1:40 p.m. 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 at various times.

On a typical day, you will see technology enhancing teaching and learning. Students use the computer as a tool for learning and demonstrating what they have learned. Teachers utilize document cameras and/or projectors 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 as a means to enhance learning. The Chicago Tribune (2/29/12, Ahmed-Ullah, 463K) reported on a study conducted by Loyola University and the non-profit organization Changing Worlds. Its results indicated that arts programming "was a factor leading to improved standardized test scores at three schools in Chicago over three years," marking the latest study to urge more arts education in Chicago Public Schools. After tracking test scores of 95 children participating in Changing Worlds' Literacy and Cultural Connections program, researchers found that "fourth graders who started with the program in 2009 saw an 11.5 percentage point gain in composite test scores meeting or exceeding state standards by the time they finished the arts program in sixth grade in 2011. They also scored on average more than 11 percentage points higher than fourth through sixth graders at the same school who did not take part in the program, according to the study."

On a typical day, you will see students learning in a whole group setting, small group setting, and individually in targeted instruction with the classroom teacher. Aides, under the direction of the classroom teacher, can be seen assisting with instruction and promoting learning on a daily basis.

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

## **E. Proposed Instructional Program and Curriculum**

### **Framework and Teaching Methodologies**

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. All our methodologies will be supported by authentic assessments, which will be used to guide instruction, decide upon teaching methodologies, and select curriculum materials in order to improve student learning.

### **Instructional Framework**

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

### **Teaching Methodologies**

The teachers of 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, Professor Sandra Kaplan and Marcia Tate. A specialist in brain-based learning strategies for fourteen years, Tate has synthesized her research into twenty highly effective methods for delivering 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. 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.

**Clear Expectations**—Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained. Teachers provide a copy of state grade-level standards to the parents. Communication with parents is ongoing in an effort to keep them informed and aware of expectations.

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

**Criteria Charts/Rubrics**—These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.

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

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

**Small Group Instruction**—Teachers create small groups to target students who need extra instructional time as well as preview and review.

**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. Students use Kaplan strategies to explore curriculum using depth and complexity prompts. Teachers will draw on Marcia Tate's brain research to tailor the curriculum to challenge students based on their interests and abilities.

**Integration of the Arts**—The Arts are a key component of our school. Teachers and curriculum specialists use drama, dance, music, and visual arts to enhance and deepen the learning experience across the curriculum, affirm the relevance of the arts, and engage students. The arts are a pathway to boost 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 plays, field trips, labs, simulations, and experiments. It is through these involvements that they process, analyze, and conceptualize the curriculum and provide the ability to create new ideas.

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

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

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. All California state standards will be addressed with cross grade-level planning so students receive consistent and progressively challenging instruction.

#### ***Language Arts***

- A rigorous curriculum that exceeds the state content standards for language arts K-5
- Students will use Write From The Beginning program to promote advanced writing skills

- Students will use Thinking Maps and graphic organizers to organize thoughts and make connections across the curriculum
- Develop students' reading, writing, listening, and speaking skills to support academics across disciplines
- Develop critical reading skills
- Enhance reading using core literature, Accelerated Reader Program, Reader's Theater, Mountain Language, and SDAIE strategies
- Incorporate Kaplan prompts to analyze depth and complexity, and Marcia Tate's strategies to optimally deliver instruction
- Critique, justify, and theorize in compositions/writing across disciplines
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum
- Apply vocabulary development in written, oral, illustrated, and dramatic format
- Demonstrate critical thinking skills specific to Bloom's Taxonomy
- Write across all genres specific to grade-level standards including narratives, poetry, expository writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, plays, and biographies

### ***Mathematics***

- A rigorous curriculum that exceeds the state content standards for mathematics
- Develop students' mathematics proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Enhance mathematics using enVision Math program, Marilyn Burns, Marcy Cook, Hand on Equations, Math Their Way, and Mountain Math
- Develop understanding of the concepts of computation, patterns, functions, geometry, statistics, and probability
- Apply math skills to daily problem-solving situations
- Recognize relevant information and review applications by checking work
- Discern operations necessary to solve word problems
- Students construct and strengthen understanding with math manipulatives and digital mediums
- Connect math across disciplines (music, dance, art, science, technology, and social science)
- Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, and compasses)

### ***Science***

- Our school uses an experimentally-based FOSS Science program that is well-structured, exciting, and experiential



- The sciences are taught as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels
- Integrate science and other disciplines by using the Depth and Complexity prompts
- Theorize and view other subjects—such as music, art, and theory—as a scientist by using inferential skills and transferring these skills throughout the curriculum
- Hypothesize and develop experiments utilizing the scientific method
- Students are encouraged to understand the need for eco-friendly products and life-changes to improve our local and global community
- Science fair projects are focused on student-initiated questions
- Teachers will help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness

### ***Social Studies/History***

- Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and time periods
- Through critical thinking skills, students will relate to historical events and be able to find parallels and patterns
- Students will interpret geographical and historical information to draw conclusions
- Students will understand cause and effect of historical events
- Using role-play and interactive units, students will gain first-hand understanding
- The school produces a monthly patriotic assembly to collectively express civic pride
- Multicultural days are observed through many hands-on curricular activities
- Students will learn to research their own histories through their heritage, culture, family trees, and traditions supported through field trips, research projects, and school-wide events

### ***Technology***

- All classes have been updated with Elmo and projector technology
- All classes have computers
- All classes participate in a computer enrichment program where each student has his/her own computer during their scheduled time. A trained computer teacher assists in building technological expertise through lessons such as PowerPoint, Word, Excel, keyboarding, pamphlet creations, and report production that include imported

internet information, curriculum support, multimedia, web design, unit extensions, logic training, and links to global organizations

- Use of the internet enables students to broaden their research capabilities, choose relevant information to enhance research, and utilize up-to-date sources of information germane to study

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

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

#### ***Music and Dance***

- The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State Music Standards.
- Students learn basic sheet music reading skills, recognition of auditory notes, and how to understand musical pacing.
- Students learn rhythm using sheet music, musical instruments such as maracas, tambourines, musical sticks, and drums, and are able to clap and sing in tempo.
- Since music training supports the brain's ability to process sights and sounds, it supports emergent literacy skills for all students. Researchers at Long Island University found that music instruction over a three-year period increased children's vocabulary and verbal sequencing ability, key components in the acquisition of reading and language skills. Since children are naturally drawn to music activities, music education may be a uniquely effective way to help develop their reading ability. (*Abigail Connors, early-childhood music specialist and author of 101 Rhythm Instrument Activities for Young Children, Gryphon House, 2004*)
- Music is also based on mathematical principles and proportions. When young children sing even the simplest songs, they unknowingly and effortlessly absorb elements of math—repeated, measured patterns of

tones, rhythms, and words. Several studies have confirmed this link (“when children learn rhythm, they are learning ratios, fractions, and proportions.” Professor *Gordon Shaw at the University of California, Irvine*)

- Dance is integrated within our formal music program. Additionally each grade level teacher will use appropriate State Standards in dance theory and instruct students in dances relevant to specific curriculum. For example, in the primary grades, students learn multi-cultural dances, levels of space, bodily spatial awareness, cross-lateral brain exercises, and free movement. Primary grade students learn how to appropriately express themselves and find a variety of ways to kinesthetically express new concepts across the curriculum.

### ***Visual Art***

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

### ***Theatre***

- Theatre is taught with rigorous content to achieve state standards.
- Students use improvisation to assist in story-telling and facilitate writing.
- Theatrical techniques are integrated throughout the curriculum, fostering creativity and problem-solving skills.
- Students will learn how to utilize their bodies, voices, and imaginations as tools to understand character, portray conflict, deliver oral reports, bolster self-confidence, and improve self-awareness.

### **How the Curriculum Addresses California Content Standards**

All components of the Castlebay Lane Charter School curriculum plan conform to the frameworks for California public schools. Instruction will be standards-based and assessed by the California Standards Tests as scheduled by the Department of Education and the Los Angeles Unified School District. Castlebay Lane Charter School determines the extent to which they will implement District-adopted curriculum and periodic assessments. Castlebay Lane Charter School's Governing Board supports a well-established curriculum committee that is directly involved with the administration in identifying and aligning curriculum, materials, instructional activities, interventions, and periodic, formative assessments aimed at meeting the California Content Standards in each subject area. Students' learning is the focus of this committee's work. Castlebay Lane Charter School, as an affiliated LAUSD Charter School, will follow the California State Frameworks and the California Content Standards for curriculum delivery and student learning. The specific scope and sequence of skills to be taught are derived from these frameworks and standards. Students will be tested and graded upon these standards. Castlebay Lane Charter School will use the California Content Standards for English Language Arts, Math, Science, Social Studies, Health, and visual and fine arts as the primary source for developing lessons and focusing on student learning. Currently Castlebay Lane uses the same textbooks as a typical LAUSD school.

### **How Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population**

Castlebay Lane Charter School will address the needs of the entire student population by meeting and exceeding the state's standards. Teachers will utilize, through differentiated instruction, a variety of instructional programs appropriate to the special needs of the charter's population.

- **General Education Population:** Teachers will deliver effective, interdisciplinary, and standards-based instruction using a range of instructional techniques designed to keep students motivated, engaged, and challenged. The lessons, activities, and projects presented will build a strong foundation in core subject areas and aim to achieve higher levels of proficiency and critical thinking skills.
- **Gifted/Talented Students:** We are committed to engaging in comprehensive strategies for all students enrolled at Castlebay Lane Charter School. Teachers will provide **GATE** students with lessons and assignments that will encourage the students to strengthen their

cognitive thinking skills. They will be asked to demonstrate their comprehension and thorough knowledge of each subject by defining, describing, and identifying what they have learned through analysis and synthesis of this information. Additionally, the students will present an outcome—whether verbal, written, arts-based, or technology-based—at their appropriate academic level. GATE students are clustered at each grade level.

- **Special Education Students:** Students with disabilities will be given the opportunity to access the core curriculum in the least restrictive environment. Teachers will use instructional strategies that support the diverse learning needs of these students. Students will be mainstreamed and provided successful learning experiences with appropriate accommodations and modifications as set forth by the individualized educational plan process.
- **English Language Learners:** We will reclassify all students as they meet District criteria. In order to ensure that English Language Learners (ELL) have equitable access to the curriculum, teachers will provide learning experiences that incorporate Specifically Designed Academic Instruction in English (SDAIE) methodologies in all core subjects. Teachers will use the ELL component of the California Treasures Reading Program and Explode the Code to allow ELL students to demonstrate their understanding of the English language. In addition, teachers will provide a Culturally Relevant and Responsive Education to our ELL students in order to lower their affective filters and create an inclusive learning environment.
- **Underachieving/Non-proficient Learners:** These learners will be provided intervention during independent work time in the classroom. In addition, teachers collaborate with limited contract teachers and paraprofessionals to target specific weaknesses in achievement, so students will be given the opportunity to exhibit their comprehension of the lessons taught. Our goal is to have every student performing at the proficient level and striving for advanced achievement.
- **Disadvantaged:** Castlebay Lane Charter School will ensure that all students are provided with the necessary tools to succeed academically. Our Castlebay PATH organization will assist with any family needs that arise.

### **Evidence That the Proposed Instructional Program Will Be Successful with the Charter's Targeted Population**

- Evidence shows that the proposed instructional program will be successful with Castlebay Lane Charter School's targeted population based upon data relating to our current instructional program. We

- maintain a high level of achievement with our student population.
- With a focus on best practices in regards to the instructional program, Castlebay Lane Elementary School's API has met District goals for improvement for the past five years. The API for 2010-2011 was 940. Over the past five years, our API has ranged from 910 to 940. That is one piece of evidence of our proven successful and rigorous instructional program.
  - Each year, teachers have offered a challenging daily program of standards-based and differentiated instruction to give our students an opportunity to meet and exceed their levels of proficiency.
  - Ninety-nine percent of our English Language Learner population reclassifies by the fifth grade. Teachers utilize ongoing assessments, collaboration, the Treasures ELL program, and team-teaching approaches to ensure our ELL students progress in a solid foundation of reading, writing, listening and speaking.
  - Castlebay Lane Charter School has met, and in some cases exceeded, District mandates for Special Education, including the Modified Consent Decree. All teachers, with direction from administration, adhere to each individual student's IEP, as well as conduct SSTs (Student Success Teams) for students who are unsatisfactory in academics, work habits, or behavior. SST meetings recognize the RTI (Response to Intervention) approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade-level standards. Castlebay Lane's fall 2011 District Validation Review (DVR) scores were as follows: Student Record Review 92%, Document Review 95%, Classroom Observation 100%, IEP Implementation Services and Accommodations 100%, Section 504 Implementation 100%, IEP Report of Progress and Achievement Verification 100%. This evidence shows that our Special Education teams are meeting the needs of our special education students.
  - We are dedicated to identifying and addressing the needs of our gifted and talented and high-achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our 18% GATE population is higher in comparison to the District's average of 6%.
  - An integral part of Castlebay Lane Charter School's instructional program is a dedication to providing enriching experiences throughout the core curriculum. Castlebay Lane's teaching staff, together with professional experts in science, language arts, math, social studies, the arts, and technology, infuses excitement, motivation, and high interest into the learning experiences of each and every child at school, regardless of a child's learning profile. Project-based learning will play an integral role in the success of the targeted population.

### **Textbooks or Other Instructional Resources to be Used**

- California Treasures Reading Program (K-5)
- enVision Math plus a wide range of support manipulatives (K-5)
- Foss Science (K-5)
- Accelerated Reader (K-5)
- Marilyn Burns
- Scott Foresman
- Mountain Math
- Touch Math
- Marcy Cook
- SRA
- SRA Art Connections
- Core Literature (integrated across curriculum)
- GEMS
- AIMS
- Box Cars and One-eyed Jacks
- Hands on Equations
- Music series (K-5)
- Dozens of curricular support DVDs, CDs, and videos
- Explode the Code
- Second Step
- Too Good for Drugs
- Math Their Way
- Lessons in character through multicultural literature

Many curricular materials and educational activities will be at the discretion of individual teachers and grade levels with oversight by the principal. School-wide textbook adoptions will be determined by the Governance Council.

### **How the School will Recruit Teachers Qualified to Deliver the Proposed Instructional Program**

Teachers will be recruited in accordance with District policy, procedures, and collective bargaining agreements. Prospective teachers will be asked to submit an application in accordance with Personnel Commission and District policies.

### **How the School Will Provide Ongoing Professional Development**

Professional Development will be an on-going component of Castlebay Lane Charter School and an effective tool used to design the curricular needs of

our students and teachers. Professional development issues, ideas, and products will be driven by the students' and staff's needs and interests, which are then forwarded to the Governance Board for formalization of appropriate training and products. Castlebay Lane Charter School's professional development program will be subject to the approval, implementation, and scheduling by the entire staff. In addition, Castlebay Lane Charter School will participate in both site level and District professional development activities.

### **Academic Calendar/Sample Daily Schedule**

Castlebay Lane Charter School will follow the traditional academic calendar set forth by the Los Angeles Unified School District utilizing block scheduling as follows: 8:40-11 a.m. language arts instruction, 11-12 noon math instruction, and the last portion of the day for social studies, science, arts, and physical education. Please also refer to Typical Day narrative on pages 11-12 of this petition.

While adhering to the number of state-mandated instructional minutes, we would like the flexibility to combine our professional development time into larger blocks. These professional developments would be used at our discretion for the implementation of new instructional programs to better serve the needs of our population.

### **F. How the Instructional Program Will Meet the Needs of Specific Student Populations**

#### **Problem-Solving Approach**

Castlebay Lane Charter School will address the needs of the entire student population by meeting and exceeding the state's standards. Teachers will, through differentiated instruction, utilize a variety of instructional programs appropriate to the special needs of the charter's population.

- **Gifted/Talented Students:** We are committed to engage in comprehensive strategies for all students enrolled at Castlebay Lane Charter School. Teachers will provide GATE students with lessons and assignments that will strengthen their cognitive thinking skills. Utilizing Sandra Kaplan's research on depth and complexity and the content imperatives, students will delve further into subject matter and employ higher level critical thinking and reasoning skills. Students will be asked to demonstrate their



comprehension through knowledge of each subject by defining, describing, and identifying what they have learned through analysis and synthesis of this information. Additionally, the students will present an outcome—whether verbal, written, arts-based, or technology-based—at their appropriate academic level. Marcia Tate’s instructional strategies to engage the brain and maximize learning encompass much of Howard Gardner’s research and Bloom’s taxonomy. These strategies will be incorporated throughout the curriculum.

We are dedicated to identifying and addressing the needs of our gifted and talented and high-achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our 18% GATE population is higher than the District’s norm of 6%. Towards this end, teachers may collaborate in order to expedite the process of identification and encompass as many students who may be eligible.

- **English Language Learners:** Teachers will enhance ELL instruction using Treasures, Explode the Code, SDAIE techniques, phonics-based programs, and vocabulary enrichment. Students will be given the opportunity to perform the comprehension of the content in a format that exhibits their understanding of the lessons. We will reclassify all students as they meet District criteria.

In addition, we will employ a limited-contract teacher for the purpose of servicing our ELL population, both in terms of instruction and maintenance of portfolios.

- **Socio-economically Disadvantaged:** Castlebay Lane Charter School will ensure that all students are provided with the necessary tools and nutrition to succeed academically and socially. Inability to donate will not prevent inclusion from any activity, including field trips. Our goal is to demonstrate the success of all students, regardless of economic status or advantage.
- **Students Achieving Below Grade Level:** Students in this category will be provided intervention during independent work time in the classroom. In addition, classroom teachers collaborate with colleagues to target specific weaknesses in achievement; this collaboration leads to students being given the opportunity to exhibit their comprehension of the lessons taught. Our goal is to have every student performing at the proficient level and striving for advanced. These students will be identified and monitored

using multiple assessments such as DIBELS, CORE, CST, periodic assessments in Language Arts and Math, and teacher observations. Students are placed in groupings by need. When students demonstrate proficiency, they move out of the group. Students who do not make progress are referred to the SST, which also meets twice-weekly. The Resource teacher(s) provide(s) strategies for general education teachers to meet the needs of low-achieving students. The school utilizes a Learning Center Model to provide intervention for general education students. After-school intervention is also provided for small group support.

We welcome any student, without regard to ability, who is within our target population.

### **Special Education**

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

### **Conversion Affiliated Charter**

#### **1. Charter School Special Education Responsibilities**

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

*Castlebay Lane Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education ("FAPE"). Castlebay Lane Charter School will also ensure that no student otherwise eligible to enroll in their Charter School will be denied enrollment on the basis of their special education status.*

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

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

*Castlebay Lane 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. Castlebay Lane Charter School will maintain copies of assessments and IEP materials for District review. Castlebay Lane Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.*

*Castlebay Lane Charter School shall keep daily attendance for each student which shall be reported (in the District tracking system in Welligent) and certified according to District policies and procedures.*

*Castlebay Lane 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). Castlebay Lane Charter School will participate in internal validation review ("DVR").*

*Castlebay Lane Charter School is responsible for the management of its personnel, programs and services. The Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations.*

*Castlebay Lane Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.*

**b. Transferring Students**

*For students transferring to Castlebay Lane Charter School from District schools or District-affiliated charter schools, Castlebay Lane Charter School will provide those related services required by the students' IEPs immediately upon the students' enrollment and receipt of the student's IEP.*

*For students transferring to Castlebay Lane Charter School from other school districts, Castlebay Lane Charter School shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP*

*team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.*

**c. Assessments**

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

*Upon a parent's request for assessment, Castlebay Lane Charter School will convene a meeting to review and discuss the request in light of student records, acquired data, and student performance to agree with or deny the request for assessment. If Castlebay Lane Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If Castlebay Lane Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15-day timeline. The assessment plan will describe 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. Castlebay Lane 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. Castlebay Lane 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**

*In the event that Castlebay Lane Charter School is unable to provide an appropriate placement or services for a student with special needs, Castlebay Lane Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to*

*severe). If an Individualized Education Program (IEP) team that includes Castlebay Lane Charter School personnel places a student in a special education program provided by another entity, Castlebay Lane Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.*

**e. Least Restrictive Environment**

*Castlebay Lane Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Castlebay Lane Charter School's 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 Castlebay Lane Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.*

**f. Staffing Requirements**

*Castlebay Lane 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.*

*Castlebay Lane Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. Castlebay Lane Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.*

**g. Student Discipline/Inclusion**

*Castlebay Lane 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, Castlebay Lane Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures*

*Manual. Castlebay Lane Charter School will collect data pertaining to the number of special education students suspended or expelled.*

*Castlebay Lane Charter School is committed to achieving population balance that includes students with disabilities. Castlebay Lane Charter School 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. Castlebay Lane Charter School's current "students with disabilities" population is 9%. This includes RSP, inclusion, and speech and language students. The current District-wide average percentage of students with disabilities is 10-13%. Castlebay Lane Charter School's outreach efforts should be geared toward aligning with the District-wide average. Castlebay Lane Charter School may not refuse to admit a student based on special education eligibility, needs, or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.*

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

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

*In the event that a parent or guardian of a student attending Castlebay Lane Charter School initiates due process proceedings, both Castlebay Lane Charter School and the District will be named as respondents. Whenever possible, the District and Castlebay Lane 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 Castlebay Lane Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights, and California Department of Education Special Education Compliance Complaints. Castlebay Lane 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**

*Castlebay Lane 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 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. Castlebay Lane Charter School will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.*

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

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

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

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

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

*As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the*

*District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:*

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

*The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the District's current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.*

### **Timeline for Implementation**

The academic program outlined in Element 1 will be implemented in the 2012-2013 school year if affiliate charter status is granted before commencement of the school year.



## **ELEMENT 2:** **MEASURABLE STUDENT OUTCOMES**

*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." Ed. Code § 47605(b) 5(B)*

### **Periodic Assessments**

*Castlebay Lane Charter School shall determine their development, implementation, and use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Castlebay Lane Charter School may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.*

### **A. Our Vision for Student Outcomes**

Castlebay Lane Charter School's desired curriculum will include an integrated, inquiry-based, K-5 curriculum closely aligned with California state and national standards in the core areas of language arts, math, science, and social studies. Cross-curricular, project-based learning will be enhanced using music, art, theatre, and dance instruction. Music, dance, theatre, and visual art will be vigorously integrated throughout all areas of study, and there will be a strong emphasis on learning utilizing our computer lab.

- **Standards are Essential:** Clear and accessible standards for what students must learn at benchmark grade levels are a vital facet of ensuring that we are meeting the academic needs of all students. Additionally, the standards assist as a guide for teachers, administrators, parents, and students as to precise foundational knowledge and skills.
- **Challenging Curriculum:** The goal of Castlebay Lane Charter School is to provide an atmosphere that allows students to exceed the goals and standards of the state, while nurturing their creativity, and ability to solve problems in the 21<sup>st</sup> century
- **Teachers Matter:** Teachers are vital in the educational process. They must demonstrate mastery of subject matter and astute skillfulness in teaching. At Castlebay Lane Charter School, strategies

for important and ongoing teacher professional development utilizing the selected curricula will be included.

### **Desired Outcomes of the School's Instructional Program**

- **Language Arts:** Students will be effective communicators—able to read, write, listen, and speak effectively as indicated by the state's standards. Students will incorporate the language arts skills across the curriculum through science inquiries, math journals, and social studies presentations. Students will enhance their language skills using multi-media tools to gain and disseminate their knowledge. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively, read, 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-algebra. Students will also create their own real-world word problems to gain further understanding of the applications of math. The inclusion of the arts will be used to enhance the understanding and enjoyment of math.
- **Science:** Students will become scientifically literate citizens of the 21<sup>st</sup> Century. Students will experience the three main strands of science: physical, life, and earth. Students will engage in hands-on critical thinking experiments that will enable them to make decisions and draw conclusions about the world they live in as indicated by the state standards.
- **History and Social Studies:** Students will appreciate 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, origins, functions, and governments of various populations. Each grade level will learn content as dictated by state standards.
- **Technology:** Students will use word-processing, Internet research, online math resources, video recording, photography and other applications to enhance the core curriculum and prepare them for a technologically advanced society. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, visual and audio animations, PowerPoint, etc. Students

will understand the use of current technology and its real world applications.

- **Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance as indicated by the state standards. The arts will be promoted through an academic curriculum intertwined with enrichment instruction delivered by art specialists, implementation of prototype arts lessons, and by trained classroom teachers. Creativity and progressive thinking will be fostered throughout the disciplines.
- **Physical Education:** Knowing that high-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness associated with high academic achievement, we will provide students with dedicated time that fulfills or exceeds the state requirements.

### **B. Specific and Realistic Achievement Targets**

Castlebay Lane Charter School has enjoyed consistent growth in its API score over the last five years. In 2012, Castlebay Lane Charter School's goal will be to maintain our API score of 940 or have a minimum one-point gain.

Year	API Score	% Proficient Language Arts	% Proficient Math
2011	940	84	91
2010	928	82	89
2009	918	78	87
2008	917	79	89
2007	913	79	88

All of our subgroups met the proficiency benchmarks in 2011 (AYP). In addition, the school is committed to improving its similar schools' API ranking. Even though the school has experienced a strong API score in our local district, the school has not scored well in comparison with similar schools. This indicates a possible area of improvement.

### **C. When and How Often Pupil Outcomes Will Be Assessed**

Castlebay Lane Charter School believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. As

mandated by No Child Left Behind, we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

*Castlebay Lane Charter School shall determine their development, implementation, or use of periodic assessments according to the needs of its students, within the limits permitted in the Education Code. Castlebay Lane Charter School may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective local district.*

Prior to the new school year beginning, each teacher receives a class list of his/her incoming pupils. We analyze the data from the prior year and formulate an instructional agenda based on the perceived needs of each student.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at regular grade-level collaboration. Additionally, administration examines and discusses data on an ongoing basis throughout the year with teachers.

Standardized assessments may include, but are not limited to: CST written in English (yearly), CELDT (yearly), curriculum-embedded assessments for Language Arts (quarterly), District Quarterly Math Assessments (every 6-8 weeks), and District Science Assessments (fourth and fifth grade three times a year). These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students are performing in relation to other students who take the same test.

Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Authentic assessments may include portfolios, journals, work samples, homework, teacher-generated tests, teacher observations, checklists, anecdotal records, publisher-provided criterion-referenced tests, and projects. Also known as performance assessments, they allow for meaningful application of essential knowledge and skills.

**ELEMENT 3:**  
**METHODS BY WHICH STUDENT**  
**OUTCOMES WILL BE DETERMINED**

*“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)*

**A. Methods for Assessing Attainment of Student Outcomes**

<b>Subject</b>	<b>Student Outcomes</b>	<b>Assessments/Evaluations</b>
Language Arts Writing	<ul style="list-style-type: none"> <li>-Critique, justify, and theorize in compositions—writing across disciplines</li> <li>-Defend, critique and illustrate in oral and written formats</li> <li>-Apply vocabulary development in written and oral format</li> <li>-Demonstrate critical thinking skills specific to upper Bloom’s Taxonomy</li> <li>-Inquiry-based research projects aligned to thematic teaching in various disciplines</li> <li>-Creative Writing: stories and poetry</li> <li>-Thinking like a disciplinarian-- emulating masters</li> <li>-Select appropriate Thinking Map for independent writing</li> <li>-Use Thinking Maps to create a written product</li> </ul>	<ul style="list-style-type: none"> <li>-State-mandated tests</li> <li>-70% of students will achieve proficiency or above on the CST,</li> <li>CMA, CAPA, CELDT</li> <li>-Teacher-developed assignments, tests, and activities</li> <li>-Write From the Beginning</li> <li>-Publisher assessments</li> <li>-Daily journals</li> <li>-Presentations and project exhibits</li> <li>-Thinking Maps</li> <li>-ELD Portfolios</li> </ul>

<p>Language Arts Reading</p>	<ul style="list-style-type: none"> <li>-Discern main idea and relevant details after thorough examination and exploration of text</li> <li>- Distinguish between various genres of text and understand defining characteristics</li> <li>- Understand concepts of Cause &amp; Effect</li> <li>- Increase Oral Reading Fluency while maintaining appropriate comprehension</li> <li>- Develop a lifelong appreciation of reading through exposure to various genres and styles of literature</li> <li>- Collaborate with peers in flexible groups on various learning projects across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- State-mandated tests</li> <li>-70% of students will achieve proficiency or above on the CST, CMA, CAPA, CELDT</li> <li>- Teacher-developed assignments, tests, and activities</li> <li>- Periodic Quarterly Assessments</li> <li>- Inquiry Projects</li> <li>- Presentations and research project exhibits</li> <li>- ELD Portfolios</li> <li>- DIBELS Progress Monitoring</li> </ul>
<p>Math</p>	<ul style="list-style-type: none"> <li>- Develop a strong foundation in fundamental math skills and operations</li> <li>- Demonstrate an understanding of higher level math concepts</li> <li>-Understand the relevant information in problem-solving and review process by checking for accuracy</li> <li>- Discern operations necessary to solve word problems</li> </ul>	<ul style="list-style-type: none"> <li>- State mandated tests: - 70% of students will achieve proficiency or above on the CST, CMA, CAPA</li> <li>- Teacher-developed assignments, tests, and activities</li> <li>- Publisher tests – enVision Math</li> <li>-Periodic Quarterly Assessments</li> </ul>

	<ul style="list-style-type: none"> <li>- Apply math skills to daily problem solving situations</li> <li>- Connect math to other disciplines such as science and technology</li> </ul>	
<p>Science</p>	<ul style="list-style-type: none"> <li>- Display competency in science process skills, including: observing, classifying, inferring, predicting, measuring, and communicating</li> <li>- Hypothesize and develop experiments utilizing scientific method</li> <li>-Utilize hands-on experiments and activities to further research, test theories, and prove/disprove conjectures</li> <li>-Integrate science and writing by using the appropriate scientific vocabulary</li> <li>-Interpret scientific data both orally and in writing</li> <li>- Develop an understanding and appreciation of all living things within their environments through experiential learning</li> <li>-Integrate science and writing by using the Kaplan prompts to theorize and view other subjects such as</li> </ul>	<ul style="list-style-type: none"> <li>-Periodic Trimester Assessments (4-5)</li> <li>- State-mandated tests (Grade 5) 75% of students will show proficiency or above on above measure</li> <li>- Teacher-developed assignments, tests, and activities</li> <li>- Interactive units and experiments</li> <li>- Science journal</li> <li>- Presentations and research project exhibits</li> <li>- FOSS Kits</li> <li>-Field Studies</li> </ul>

	<p>music, art, and history as a scientist</p> <ul style="list-style-type: none"> <li>- Collaborate with peers in flexible groups on various learning projects across the curriculum</li> </ul>	
<p>History and Social Studies</p>	<ul style="list-style-type: none"> <li>- Understand cause and its effect on historical events over time</li> <li>- Identify parallels and patterns in various time periods and settings - Interpret information to draw conclusions</li> <li>- Incorporate dramatic role play and interactive units aligned to grade-level standards to deepen understanding of social studies concepts</li> <li>- Use Kaplan prompts to analyze historical information</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-developed assignments, tests, and activities</li> <li>- Field Studies</li> <li>- Presentations and research project exhibits</li> <li>- Integration of the Arts – such as plays and music</li> </ul>
<p>Technology</p>	<ul style="list-style-type: none"> <li>- Use of Internet for research</li> <li>- Use of applications such as word processing and spread sheets</li> <li>- Use of artistic applications such as multimedia and Photoshop</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-developed assignments, tests, and activities</li> <li>- Portfolios</li> <li>- Presentations</li> <li>- Inquiry-based projects</li> <li>- Presentations and project exhibits</li> </ul>



## **B. In-House Benchmark Assessments**

Methods by which student progress is measured include authentic and standardized assessments:

- **Authentic Assessments:** Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Examples of authentic assessments are teacher-developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, and learning contracts.
- **Standardized Assessments and How Data Will Be Used:** California Standards Test (CST), California Alternate Performance Assessment (CAPA), California English Development Test (CELDT), curriculum-embedded assessments for language arts, Quarterly Math Assessments, District Science Assessments for Grades four and five, and OLSAT assessment for second grade identification for gifted.

## **C. State-Mandated Testing**

*Castlebay Lane Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state-mandated tests. As a District-affiliated charter school, Castlebay Lane Charter School will test with the District and adhere to District testing calendars and procedures for all state-mandated assessments.*

## **D. How Data Will be Used**

Castlebay Lane Charter School values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school's progress, and to establish future goals and interventions. Specific examples of this include:

- Data from combined assessments is evaluated continuously by teachers and administration in order to meet each student's educational needs. Data is also used to identify and prioritize professional development priorities as well as to provide topics for discussion during grade-level planning.

- District assessment results and authentic assessments are communicated to parents by the teaching staff throughout the school year in a variety of ways such as email/phone communication, parent conferences, progress reports, and correspondence.
- School-wide data is also shared in a public forum at monthly governance meetings, when available, in order to discuss upcoming program development and intervention priorities.
- Data regarding our ELL's is shared at ELAC meetings. Data from CELDT is communicated to parents.
- MYDATA information may be available to all parents, teachers, and students for immediate access to grades, scores, and attendance. Instantaneous access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective professional development program on an ongoing basis.

### **E. Identification of Grading Policy**

Individual classroom teachers are primarily accountable for assessing their students' progress with regard to grade-level work and content standards. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by assessments aligned to the state's standards.

Student progress towards achieving the state's grade-level standards is communicated to parents by providing timely feedback on class and homework assignments, issuing regular progress reports, and initiating parent conferences throughout the year.

Proficient levels of the District and state standards are summarized on the progress report that was introduced by the LAUSD in the 1999-2000 school year. The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: language arts divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for life-long

learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

Progress is reported to the parents three times annually using the LAUSD Progress Report. Additionally, parent conferences are conducted as needed throughout the year.

## **ELEMENT 4: GOVERNANCE**

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement” Ed. Code § 47605 (b)(5)(D)*

### **Petition for Affiliated Charter Status**

*Castlebay Lane Elementary School is an elementary school grades TK-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Castlebay Lane Charter School. As an Affiliated Charter, Castlebay Lane Charter School will follow all established LAUSD policies and guidelines.*

*Castlebay Lane Charter School is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Castlebay Lane Charter School. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state and federal laws and regulations and the provisions of collective bargaining agreements. Any governance 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, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.*

### **Articles of Incorporation and Bylaws of Nonprofit Corporation**

*In the event that Castlebay Lane Charter School changes from affiliated charter status to independent charter status, Castlebay Lane Charter School and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Castlebay Lane Charter School changes its status to an independent charter school, Castlebay Lane Charter School shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.*

Since we are applying to convert to an affiliated charter school, it is not necessary to submit articles of incorporation and bylaws of a nonprofit corporation. We have, however, submitted the Bylaws of the Governance Council. (Appendix 3), which shall be amended upon approval of affiliated charter status.

Parents and Teachers Helping (PATH) is a separately incorporated 501 c(3) California Corporation. As a separate entity from Castlebay Lane Charter School, PATH shall maintain liability insurance sufficient to cover any and all PATH-sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the District's Division of Risk Management & Insurance Services. Castlebay Lane Charter School will conform to and operate under the District's Donation Policy (Policy Bulletin No. 1633). PATH shall work collaboratively with Castlebay Lane Charter School to further the educational program of the School.

Castlebay Lane Charter School will maintain a Governance Council that will be the chief site-based decision-making body for the school under the authority of the local district superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council will be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of Castlebay Lane Charter School, which can be revised as needed. The Governance Council will meet at least nine times per year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings. Subject to LAUSD policies and procedures, the Council will have authority for aspects of its operation including, but not limited to, the development and implementation of policies related to curriculum, hiring/management of personnel consistent with District policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of admissions, site-level scheduling, community relations, classroom usage, use of the school, safety, discipline, charter revision subject to District approval, dispute, appointment of school representatives to external organizations, and interactions with LAUSD. We will abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Castlebay Lane Charter School.

Committees shall be formed to research issues and obtain input from all affected/interested groups. They will encourage participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision-making, and provide a more effective way of communication. Committees may include, but are not limited to: Curriculum Development and Review, Budget and Finance, School Safety, Staffing, Staff Development, and Technology. Committees are advisory, and every effort will be made to have at least one parent and one staff member as members. Agendas will be established based on current needs and will

be submitted to the Council Chair and/or the Council Secretary. Additionally, minutes of each meeting will be provided to the Council Chair and/or Secretary. Committee meeting dates and times will be determined by the Governance Council.

### **Selection Process of Council Members and Relevant Governance Council**

Members of the Governance Council will serve two-year terms; one-half of the teacher members and one-half of the parent members will be elected each year. In the initial year of the charter, one-half of the members shall serve one-year terms, to be tracked by the Council Secretary. The voting members of the Governance Council will elect a Governance Chairperson and a Council Secretary. The voting members of the Governance Council will include representatives from the school's various constituencies as follows:

**Seven staff members** and two alternate teacher representatives, who will be elected from and by the credentialed teachers employed at the school, which will include:

- The principal
- UTLA Chapter Chair
- Four teachers (one grade level representative for each of the following: kindergarten/first grade; second/third grade; fourth/fifth grade, and one Special Education/GATE)
- One Classified Representative (to be elected by classified staff)

**Seven parent members**, which will include:

- One PATH representative (elected by PATH)
- One ELAC representative (elected by ELAC)
- Five at-large parent representatives who will be elected from and by parents whose children are enrolled in the school.

There will be up to two (2) alternate parent council representatives designated. Alternates have no voting rights unless an elected representative is absent. All vacant seats will be filled within one month by a special election called by the Chair.

**Community Representative:** One community representative and one alternate community representative may be part of the Advisory Support Partnership, who will be selected by the majority vote of the Governance Council from volunteers who express an interest in the school, but who currently do not have children enrolled at the school.

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

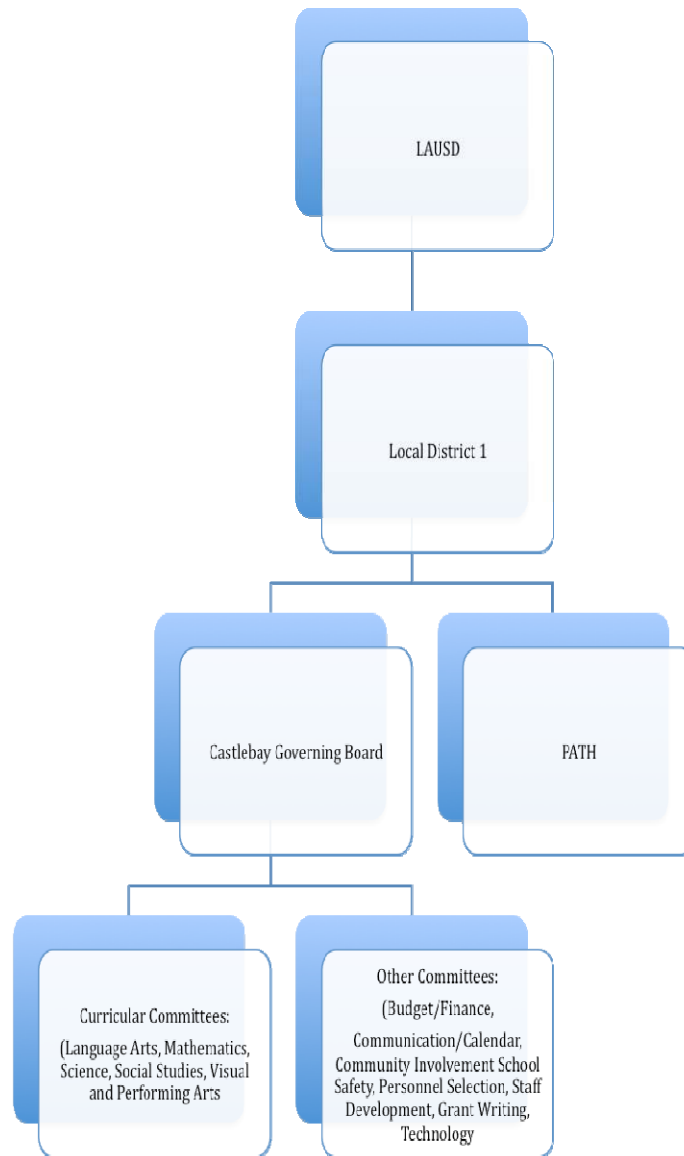
### **School Governance**

Involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue to meet the unique and changing needs of Castlebay Lane Charter School's students. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Governing Council and standing committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

*Castlebay Lane Charter School will comply with the Brown Act.*

### **Additional Parent Involvement Opportunities**

Parental involvement is key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as Back-to-School Night, Open House, Parent/Teacher Surveys, parent/teacher conferences, parent participation in the classrooms, field trips, campus beautification, Family Fun Day, the semi-annual book fairs, and the monthly newsletter. Castlebay Lane also announces opportunities using email blasts, its website, and automated phone calls (ConnectEd). Teachers communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Without the parental support, Castlebay Lane Charter School would not be able to achieve the excellence that is its legacy. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Castlebay Lane's enriched educational program. A parent's inability to participate in no way impacts admission for enrollment.



*Members of the Castlebay Lane Charter School's governing council, any administrators, managers or employees, and any other committees of the Castlebay Lane Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.*

### **Castlebay Lane Charter School's Relationship With the District**

The Castlebay Lane Charter School's Governance Council will work collaboratively with the local district and LAUSD to determine the applicability of District policies and procedures to Castlebay Lane Charter School. Castlebay Lane Charter School will work collaboratively with the



District to ensure that all future programs, services, and future needs are funded. In the event that Castlebay Lane Charter School changes from affiliate charter status to independent charter status, it recognizes that Castlebay Lane Charter School or its nonprofit corporation will be solely responsible for the debts and obligations of the charter school.

### **Process for Amendments to Charter**

Castlebay Lane Charter School reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives of the Castlebay Lane Charter School Governance Council. Any material revisions to the charter must be considered by the LAUSD Board of Education under the standards and criteria found in EC 47605. Castlebay Lane Charter School will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

### **Audit and Inspection of Records**

Castlebay Lane Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Castlebay Lane Charter School is subject to District oversight.
- The District statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Castlebay Lane Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of the Castlebay Lane Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit charter school books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with the terms and conditions prescribed in the charter agreement
- Internal controls, both financial and operational in nature
- The accuracy, recording, and/or reporting of school financial information
- The school's debt structure
- Governance policies, procedures, and history
- The recording and reporting of attendance data
- The school's enrollment process

- Compliance with safety plans and procedures
- Compliance with applicable grant requirements

Castlebay Lane Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Castlebay Lane Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

### **Responding to Inquiries**

*Castlebay Lane Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Castlebay Lane 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 of waste, fraud or abuse related to Castlebay Lane Charter School's operations is received by the District, Castlebay Lane Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.*

### **Grievance Procedure for Parents and Students**

*As a District-affiliated charter, Castlebay Lane Charter School shall comply with District's Grievance policy and procedure for Parents and Students.*

### **LAUSD Charter Policy**

*The Castlebay Lane Charter School will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.*

### **Notifications**

*Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Castlebay Lane Charter School.*

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU, if duly executed by Castlebay Lane Charter School and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by the parties, will supersede.

*Castlebay Lane Charter School believes that all persons are entitled to equal employment opportunity. Castlebay Lane Charter School does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools. As an affiliated charter school of the Los Angeles Unified School District, The Castlebay Lane Charter School will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.*

### **Personnel**

*The Castlebay Lane Charter School shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any 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, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council (Governance Council) composition and responsibilities.*

As an affiliated charter school of the Los Angeles Unified School District, The Castlebay Lane Charter School will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

The Castlebay Lane Charter School will follow all District personnel policies and practices. The school retains the right to select and evaluate teaching and administrative staff, including coordinator(s), special education teacher(s), resource teacher(s) and the full inclusion specialist.

Castlebay Lane Charter School will abide by District policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the local district superintendent for administrative candidates and the local district superintendent will make the final decision. All administrative positions at Castlebay Lane Charter School will be filled in accordance to District and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the local district superintendent for a final determination. While Castlebay Lane Charter School recommends employees through an interview process and in accordance with District and personnel commission policies, the District is the employer and all candidates must be processed through the District. As an affiliated charter school, Castlebay Lane Charter School will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99, and other collective bargaining units and LAUSD. All employees will be compensated according to District contracts and the respective collective-bargaining agreements. Staff is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District personnel decisions regarding salaries, classifications and assignments. The Castlebay Lane Charter School staff will consist of persons who are committed to the Castlebay Lane Charter School philosophy. Selection of Certificated and Classified Personnel (to include teachers, administrators, support personnel, office manager and staff, cafeteria manager and staff) will be conducted as follows:

The selection process will include the following steps in accordance with District policy and collective bargaining agreements:

- Obtain District job description
- Announce opening(s)
- Recruit applicant(s)
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment

- Final teacher candidates will be interviewed by the Staff Selection Committee using questions specifically directed to the applicant's understanding. The candidate will present a demonstration lesson from the Curriculum of the Castlebay Lane Charter School which will incorporate the methods outlined in this Charter. The selection of the top candidate will be recommended.

District will verify:

- Medical clearance: proof of medical exam and TB testing
- Fingerprinting: applicant will submit prints that will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law
- Check for employment eligibility, including authorization to work in the United States, and require child-abuse sign-off

We will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree. Each self-contained classroom teacher will have appropriate credentials issued by the State of California Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom teachers will have appropriate credentials consistent with state legislation, Title I, and No Child Left Behind legislation. The District will monitor all credentials. At the close of each school year, the principal will evaluate the faculty consistent with District policy. Such evaluation will include the areas of professional development, teaching performance, student performance, and the integration of science, technology and enrichment as demonstrated by previously discussed District assessment methods.

The Castlebay Lane Charter School will continue to recruit qualified bilingual personnel (teachers, paraprofessionals, office staff, etc.) consistent with District hiring policies and will staff programs which will attract and serve ELL students.

#### **A. Staff Selection Process**

A Staff Selection Committee will be comprised of the principal, the UTLA Chapter Chair, a kindergarten or first grade teacher, a second or third grade teacher, a fourth or fifth grade teacher, a special education/GATE teacher, a classified staff representative, and one parent as well as one alternate for each voting member. The teacher representatives will be elected and/or appointed by consensus by the teaching staff, and the parent and classified representatives will be appointed by the principal. The staff will be selected prior to the end of the current school year, as in accordance with the Collective Bargaining Agreement.

## **B. Selection of Certificated Personnel**

*Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Castlebay Lane Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to the Castlebay Lane Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).*

Teaching staff members will be selected as follows:

With regard to selection, the Castlebay Lane Charter School will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree and Office of Civil Rights guidelines. Credentialed teachers interested in filling a position will be asked to submit a resume plus three letters of recommendation from former employers or other references. An applicant who is being considered for selection will be interviewed by the Staff Selection Committee. Members of this committee will prepare questions specifically directed to the applicant's understanding of the practices indicated in the teacher criteria (see "Selection of Certificated and Classified Personnel" above). Final candidates will be asked to present a demonstration lesson to students at a particular grade level while being observed by members of the committee. The committee will be authorized to determine, by consensus, which applicants will be hired. When an applicant is selected, he or she must be processed through the District. Teaching staff is to be selected and should be made available by the District, subject to available funding.

## **C. Selection of Administrator(s)**

In addition to the above procedures, prospective administrators will be interviewed by faculty and parent representatives and will be recommended for approval based upon a two-thirds majority vote at a Staff Selection Committee meeting. The District board and the designated representatives of the Castlebay Lane Charter School will select the administrator(s) from the list of candidates recommended by the Staff Selection Committee. The principal will be responsible to the LAUSD Local District 1 Superintendent and the Castlebay Lane Charter School Governance Council.

#### **D. Selection of Paraprofessionals**

Paraprofessionals will be required to pass a basic skills/competency test. An administrator/coordinator and a teacher representative will conduct the interview and make the selection. Paraprofessionals hired after January 8, 2002, who work in a program supported with funds under NCLBA, will meet the following qualifications:

- Completion of at least two years of study at an institution of higher education;
- An associate's (or higher) degree; or
- Meet a rigorous standard of quality demonstrated—through a formal state or local academic assessment—knowledge of and ability to assist in instruction of reading readiness, writing, writing readiness, mathematics, and mathematics readiness.

The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities.

#### **Classified Personnel**

*Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Castlebay Lane Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Castlebay Lane Charter School, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)*

*Unless the District has assigned all employees in a classification to a specific basis, Castlebay Lane Charter School will have autonomy in assigning positions to specific working basis.*

#### **E. Selection of Long-Term and Day-to-Day Substitutes**

The Castlebay Lane Charter School will establish and maintain a list of qualified District-approved substitutes who will be contacted as needed. All

long-term substitute teachers will be credentialed teachers. Every effort will be made to hire credentialed teachers as day-to-day substitutes.

## **F. Description of Duties**

### **Teachers:**

- Provide a quality, enriched, and integrated curriculum
- Provide continual assessment of student progress and maintain records
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective room environment that reflects and facilitates the academic program
- Provide peer assistance to fellow teachers
- Continue to work on professional growth
- Actively strive for continuous and open communication with parents
- Conduct themselves in a professional manner
- Arrive punctually and attend regularly
- Present themselves in professional attire

### **Administrator(s):**

- Ensure effective collaboration with the Castlebay Lane Charter School Governance Council
- Oversee the business practices of the school
- Attract new resources to the school
- Oversee the instructional program
- Provide opportunities for professional growth
- Facilitate communication among staff, parents and community
- Assist with student discipline
- Assist with scheduling when necessary
- Conduct themselves in a professional manner
- Arrive punctually and attend regularly
- Present themselves in professional attire

### **Principal Essential Functions:**

- Provides assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students
- Provides leadership for, and facilitates collaboration with, all stakeholders on the writing of the school plans, self-study, and



program quality reviews and on identifying goals for student achievement and standards for assessing the outcome of these goals

- Prepares school budgets and is responsible for and monitors the expenditures of all school funds in accordance with federal, state and District guidelines
- Develops the partnership among students, parents, community members, teachers and support staff that will enable the Castlebay Lane Charter School to become a learning community with high expectations and achievement for all students
- Works enthusiastically with the Castlebay Lane Charter School to develop and operate the school and maintains collaborative relationships with other formal or informal educational institutions
- Educates all students and demonstrates improved student achievement with standards-based instruction, focused learning opportunities, and appropriate use of all resources
- Evaluates the performance of certificated and classified personnel assigned to the school site
- Maintains a school climate that ensures the safety, health and welfare of students and personnel; organizes and implements an emergency operation plan; and complies with mandated child abuse reporting procedures
- Provides staff development and training for all stakeholders to improve student achievement
- Represents the school at official and community functions
- Collaborates with other schools for the purposes of furthering our educational program
- Establishes and enriches the state standards
- Will be evaluated by the local district superintendent

#### **Classified and Other Personnel**

- Teacher Assistants will assist with instruction and will assist the teacher with other classroom duties
- Office personnel will perform daily school business
- Other personnel will perform duties as described by the administrative team

#### **Plant Manager and Custodians**

The plant manager and all custodians will be employees of the District and will be assigned to Castlebay Lane Charter School. They will perform the maintenance and operations for the school.

### **Cafeteria Personnel**

The Cafeteria Manager and cafeteria personnel will be employees of the District and will be assigned to Castlebay Lane Charter School. They will perform all duties as outlined by LAUSD.

### **Parent Volunteers**

The developers of the Castlebay Lane Charter School recognize that it will not succeed without relying upon the community and its resources. To achieve its goal of creating a superior learning environment in which students can succeed academically far beyond conventional expectations, there must be an unprecedented level of community ownership of the school: local residents, business people, community leaders and especially parents. They must be deeply involved in setting school policy and supporting school programs. To best meet the needs of the students, families, and community, the Castlebay Lane Charter School will continue partnerships with many institutions. The school's primary partnerships are with the local community, the PATH organization, and a number of other community groups and agencies (i.e. our local public library, fire station, a number of neighborhood restaurants who assist us in our fund-raising efforts, etc.). The strengths and resources of these institutions will greatly enhance the quality and variety of programs at the Castlebay Lane Charter School, improving the school's ability to positively impact the students and community now and in the years to come.

## **G. Accountability**

Good performance will be acknowledged, rewarded, and replicated if possible. Fair and poor performance will be acknowledged, corrected, and reviewed soon thereafter. Performance measures to assist in evaluation follow:

### **Teachers:**

- Certificated personnel will continue to be evaluated by the STULL process
- Student Progress:
  - a) Annual pre- and post-publisher's tests measuring reading levels will reflect a minimum 1.0 grade level increase for at least 75% of the students.
  - b) District-sponsored test scores will be maintained within the average range of our scores from the last five years
  - c) Other measures as developed by the school
- Completion of required job duties

- Initial sub-standard STULL evaluation by principal will result in additional support from staff
- The Castlebay Lane Charter School reserves the right to investigate other evaluation practices, which may include, but are not limited to:
  - a) Establishing goals and objectives for growth through collaboration with the principal
  - b) Observation(s) by the principal indicating the progress of goals and implementation of objectives
  - c) Post-evaluation conference(s)
  - d) Partner coaching

**Administrator(s):**

- Sound business practices
- Balanced budget
- New financial resources
- Effective and innovative instructional program
- School achieved educational outcomes (in Elements 2 and 3)
- Encourage high level of parental/community involvement
- Completion of other required job duties
- Will be evaluated yearly by the Governance Council. Commendations as well as recommendations will be given.
- The administrator(s) may be removed after two-thirds majority vote at a Governance Council meeting and a majority vote at a LAUSD Board meeting, with both meetings occurring within a period of thirty (30) days.

**Classified and Other Personnel:**

- Evaluation will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the Staff Selection Committee or administration.
- These measures will be evaluated annually and updated as necessary.

**H. Salary Schedule**

The Castlebay Lane Charter School will adhere to all collective bargaining agreements signed by LAUSD in establishing staff compensation.

**I. Work Basis**

Each staff member will work the number of days designated in his/her specific collective bargaining agreement.

### **J. Method for Reporting Alleged Improprieties**

Current methods for reporting child abuse, acts of violence, and other improprieties will be followed as mandated by District guidelines, federal and state law, and local agencies.

### **K. Due Process**

All staff members will have due process rights, as spelled out in collective bargaining agreements, which include:

- Right to just cause discipline and dismissal
- Right to mediation and a fair hearing if necessary
- Right to binding arbitration conducted by a paid arbitrator

### **L. Benefits**

#### **Mandatory Benefits for all Staff Members:**

The Castlebay Lane Charter School will provide the following benefits as applicable through Los Angeles Unified School District:

- Workers Compensation
- Unemployment Insurance Medicare
- Social Security (for non-STRS/PERS members) or other appropriate retirement plan mutually negotiated by employee and employer, as allowed by state and federal law

#### ***Professional Development***

*In addition to any District-mandated professional development, Castlebay Lane Charter School shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by the Castlebay Lane Charter School will, in turn, be funded by the District consistent with its practice for other District schools.*

## **ELEMENT 6: HEALTH AND SAFETY**

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

While operating as an affiliated charter with the Los Angeles Unified School District, Castlebay Lane Charter School (19010 Castlebay Lane, Porter Ranch, CA 91326) will continue to be covered under the self-insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District.

*As an affiliated charter school, Castlebay Lane Charter School will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils' vision and hearing, and screening of pupils for scoliosis.*

*Castlebay Lane Charter School will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that Castlebay Lane Charter School changes its status to independent charter school during the term of this Charter, Castlebay Lane Charter School shall submit a petition for material revision for District's approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.*

Through LAUSD, Castlebay Lane Charter School will maintain all insurance, liability, and compensatory coverage. While operating as an affiliated charter with the Los Angeles Unified School District, Castlebay Lane Charter School will continue to be covered under the self-insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District.

### **Evidence of Insurance**

Castlebay Lane Charter School will follow all policies of the Risk Management Division of the Los Angeles Unified School District. All policies will be held and maintained by LAUSD Office of Risk Management and Insurance Services.

*Coverage shall be provided to the affiliated Castlebay Lane Charter School by the District under any of the District's self-insured programs or*

*commercial insurance policies. The District shall secure and maintain insurance, to protect the Castlebay Lane Charter School from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.*

*It shall be the District's responsibility, to monitor Castlebay Lane Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Castlebay Lane Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.* In accordance with LAUSD policy and procedure, Castlebay Lane Charter School will work with the office of Risk Management and the Leasing and Asset Management Office to secure all necessary insurance and other documents when hosting special events or when an outside party plans to use this LAUSD facility. Through LAUSD, Castlebay Lane Charter School will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. Castlebay Lane Charter School will be subject to regular safe school inspections by the LAUSD Office of Environmental Health and Safety and work to correct any corrective action notices in a timely manner. Castlebay Lane Charter School will also undergo regular SARC inspections by the Complex Project Manager and will work to remedy any corrective actions in a timely manner. Castlebay Lane Charter School will complete the Safe School Plan each year, file such plan with OEHS, and have the plan readily available for inspection. Staff will be trained on the Safe School Plan on an annual basis. Castlebay Lane Charter School conducts regular safety drills, meetings, and includes safety as part of professional development.

As an affiliated charter school, LAUSD will continue to provide services to maintain this facility and keep it in a condition conducive to a safe learning environment. Services would include regular and deferred maintenance, repair of equipment, trash removal, fire alarms, security systems, pest control, lawn and garden maintenance, asbestos management, response to trouble calls, locksmith services, plumbing services, carpenter services, school police services, and other cleaning services. These services will extend into the food services area.

## **Health & Safety Procedures**

*As an affiliated charter school, Castlebay Lane Charter School will adhere to District's Health, Safety and Emergency Plans. The Castlebay Lane Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District's procedures.*

*The Castlebay Lane Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.*

The Castlebay Lane Charter School will comply with all District policies concerning health and safety and will adopt and implement a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. It will be the task of the school administration to monitor all activities consistently to provide for the safety and security of the students. In addition, the principal and Safety Committee will assign various safety jobs, such as supervision, search and rescue, first aid, reunion gate organization, etc. and assure all efforts are effective and operate efficiently.

The policies will address, but are not limited to, the following topics:

- The school as a drug, alcohol, and tobacco-free workplace. The Student Body sponsors Red-Ribbon Week
- Students participate in a health and development program
- Employee fingerprinting and criminal background check
- All reporting of child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies
- Sexual harassment training for all employees
- Procedures for response to natural disasters and emergencies, including fires and earthquakes
- Emergency drills are conducted on a regular basis
- First aid/CPR training. The staff is in partnership with the American Heart Association which provides CPR/first aid for parents and staff
- The safety of auxiliary services (food services, transportation, custodial services, hazardous materials)
- Documentation of TB test requirement for all students, staff, and volunteers. Parents are not allowed to volunteer until their TB tests are documented and on file in the office

Amendments will be made to remain compliant with District safety policies or upon recommendation by the District's insurance carriers. The Castlebay Lane Charter School will comply with the existing regulations that apply to charter schools including CAL/OSHA, the California Environmental Protection Agency and Federal EPA regulations. Records of student immunizations will

be maintained, and staff will honor County requirements for periodic Mantoux tuberculosis (TB) tests. Each employee is required to provide the Castlebay Lane Charter School with a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44237.

As an affiliated charter school, Castlebay Lane Charter School will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff. Through LAUSD, Castlebay Lane Charter School will maintain all insurance, liability and compensatory coverage. While operating as an affiliated charter with the Los Angeles Unified School District, Castlebay Lane Charter School will continue to be covered under the self-insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District. Castlebay Lane Charter School will comply with all other regulations, such as fire and safety codes, as required by the federal, state, county, and city laws.

- PATH is responsible for providing classrooms with earthquake kits which include, but are not limited to: emergency water, meals, flashlight, radio with battery, and a small game or book which may be used while students wait to be picked up.
- PATH has started a valet safety program. The program enhances student safety and minimizes the potential for accidents. This program is conducted in partnership with the school police department.



**ELEMENT 7:  
MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)*

As an existing public school converting to a charter school, admission preference will be given to pupils who reside within the former attendance area of Castlebay Lane Charter School (2011-2012 boundaries) in addition to the proposed boundaries as of the 2012-2013 school year. The attending students will represent a broad ethnic background and the boundaries for the School will be consistent with the policies of the District for achieving it.

The Castlebay Lane Charter School will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the Los Angeles Unified School District. Recruitment efforts within the District-designated attendance area will include publicizing our instructional programs via Castlebay website, providing tours of the school, and speaking to interested parents including those from overcrowded neighboring schools.

**A. Court-ordered Integration**

*Castlebay Lane Charter School will 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Castlebay Lane Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.*

*Castlebay Lane Charter School shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.*

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

The attending students shall represent a broad ethnic background and the boundaries for the School shall be consistent with policies of the District for achieving it. As a Charter School, space permitting, Castlebay Lane Charter School has the freedom to enroll charter students from outside the neighborhood to fulfill its commitment to maintaining racial and ethnic diversity consistent with its educational goals.

Castlebay Lane Charter School will make every effort to meet or exceed the Crawford Court Order and recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the Los Angeles Unified School District. Recruitment efforts within the District-designated attendance area may include:

- Publicizing our instructional program via the school website and the District website, and on other online venues
- Parent education seminars conducted at District venues throughout the year
- Prospective parent meetings in the spring that cover admission requirements and timelines for enrollment
- Tours available, upon request, for prospective incoming families
- Annual tours will be publicized for prospective preschool and other incoming families with some or all of the following: school marquee and website.
- The school will utilize LAUSD's Permit process to encourage and recruit potential minority students from a list of school applicants.

Additionally the school will devise a community marketing plan to encourage those minority students currently residing within—but not attending—Castlebay Lane Charter School's school boundaries to enroll. Spanish, Armenian, and Korean languages (based on demographics) will be used in this outreach effort. School officials will routinely monitor minority enrollment and work closely with LAUSD officials to insure that the school's minority population meets or exceeds the Standards stipulated in the Crawford Court Order.

**B. Non-Discriminatory Statement**

Castlebay Lane Charter School will not unlawfully discriminate, harass or allow harassment against any student on the basis of ethnicity, color, ancestry, religious creed, national origin, gender or disability (including HIV and AIDS), medical condition or mental disability, and additional characteristics as listed in Section 220 of the Education Code. Castlebay Lane Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. The charter will not charge for tuition, and cannot discriminate against any student on the basis of ethnicity, actual or perceived sexual orientation, national origin, gender, or disability.

## **ELEMENT 8: ADMISSION REQUIREMENTS**

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

*Castlebay Lane Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.*

In addition to the above, efforts will be made to publicize opportunities for students with disabilities, students who are academically low-achieving, and economically disadvantaged who are currently residing within but not attending Castlebay Lane Charter School's current school boundaries or the boundaries proposed for the 2012-2013 school year.

### **A. Admission Requirements**

Castlebay Lane Charter School is a neighborhood school lying within the boundaries of the Los Angeles Unified School District. Preference is provided for students residing in the LAUSD-created attendance area as they are eligible to attend Castlebay Lane Charter School as a neighborhood student.

Parent(s) will be given a School Information Packet upon enrollment. Procedures to hold families accountable to the Student Information Packet must include proper notification, alternative compliance opportunities, an appeals process, and due process.

### **B. Enrollment/Lottery Assurances and Procedures**

Castlebay Lane Charter School will also be open to students who wish to apply based upon availability of space in a specific grade level. Parents interested in sending their children to Castlebay Lane Charter School who live outside of the District-designated attendance boundaries are eligible to submit an application for a random public drawing. Lottery applications will be available and would need to be returned by specified dates. As an existing public school converting to a charter school, admission preference will be given to pupils who reside within the former attendance area of Castlebay Lane Elementary. Students will receive a lottery application. Should the amount of pupils that wish to attend Castlebay Lane Charter School exceed the enrollment limit, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B).

Preference will be given to currently-attending students and their siblings, students within Castlebay's school 2011-2012 resident attendance boundaries, and Castlebay Lane Charter School boundaries of the 2012-2013 school year, as well as children of all faculty and staff members. Castlebay Lane Charter School will designate a deadline, and all interested students outside of the previously-stated boundaries will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. A waiting list will be developed from the list of students that do not receive admission and will be considered, should a vacancy occur during the year.

In the event that the school is notified of a false address for the predetermined District attendance boundaries for the school e.g., if school mail is returned undeliverable), Castlebay Lane Charter School will assign an Address Verification Committee to assist the office with validating if an address is within Castlebay boundaries. Such boundaries may vary over time but will always be developed or revised in accordance with the policies and guidelines set for other schools in the District. Transportation will not be provided. All applicable laws governing the minimum age for public school attendance will be adhered to.

The Castlebay Lane Charter School will utilize LAUSD enrollment forms and cumulative records. The charter school will adhere to all District procedures related to confidentiality and privacy of records. In order to ensure continuity of record keeping, LAUSD will provide the Castlebay Lane Charter School, upon request, the cumulative records of the students attending the Castlebay Lane Charter School. Upon leaving the Castlebay Lane Charter School, student records will be processed accordingly and forwarded to the receiving school.

## **ELEMENT 9: FINANCIAL AUDITS**

*“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)*

### **Categorical Funds**

*Castlebay Lane Charter School shall have control over the budgeting and expenditure of its categorical block funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.*

*As an affiliated charter, Castlebay Lane Charter School shall receive a portion of categorical block funding from the District, as part of the Targeted Instructional Improvement Grant which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominately Hispanic, Black, Asian, and other (PHBAO).*

*Castlebay Lane Charter School must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).*

*Castlebay Lane Charter School will oversee the receipt and management of the categorical block grant and other fund allocations and shall adhere to generally accepted accounting principles. Castlebay Lane Charter School may also be subject to audits to verify the accuracy of the schools financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices, and internal controls.*

### **Timing for Distribution of Categorical Block Grant Funds**

*Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to the Castlebay Lane Charter School. The categorical block grant is subject to adjustment in the funding levels and deferrals on part of the California Department of Education. Consequently, allocations from the categorical block grant to the Charter School may also be subject to adjustment in funding levels and deferrals. In addition, Castlebay Lane Charter School may also be subject to District “freezes” in a manner consistent with other District schools.*

### **Other Sources of Funds**

*The District shall retain general purpose entitlements funds and any other state or federal funding, with the exception of grants separately applied for and received by Castlebay Lane Charter School, to maintain the Castlebay Lane Charter School in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from the Castlebay Lane Charter School will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.*

### **Administrative Fees**

*The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. The administrative fee is approximately 2 percent of the categorical block grant.*

### **Payment for Other Services**

*Services for programs funded through the categorical block grant, such as assessments for GATE program, will be separately charged to the Castlebay Lane Charter School. In addition, it will be the responsibility of the Castlebay Lane Charter School, from site based discretionary resources, to pay for any different or additional level of service above norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.*

### **Documentation**

*Castlebay Lane Charter School's financial reports shall remain a part of the District's single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Castlebay Lane Charter School shall prepare and submit all required financial data and reports for inclusion in the District's report.*

### **Per-Pupil Budgeting**

*Where possible, Castlebay Lane Charter School will have the ability to implement the District's per-pupil budgeting model.*

### **Audits and Inspection of Records**

*Castlebay Lane Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:*

- *Castlebay Lane Charter School is subject to District oversight.*
- *The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Castlebay Lane Charter School.*
- *The District is authorized to revoke this Charter for, among other reasons, the failure of Castlebay Lane Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.*

*Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Castlebay Lane Charter School's books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:*

- *Compliance with terms and conditions prescribed in the Charter agreement,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of school financial information,*
- *The school's debt structure,*
- *Governance policies, procedures, and history,*
- *The recording and reporting of attendance data,*
- *The school's enrollment process,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

*Castlebay Lane Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Castlebay Lane Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.*

*Castlebay Lane Charter School will develop and maintain internal fiscal control policies governing all financial activities.*



## **ELEMENT 10 SUSPENSIONS AND EXPULSIONS**

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

*As an affiliated charter school of the Los Angeles Unified School District, Castlebay Lane Charter School will follow all discipline proceedings established by the District. In LAUSD, the 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 due process rights, and provides for post-expulsion placement and services as required by law.*

*Castlebay Lane Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.*

*Castlebay Lane Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.*

Students and their families are notified of their rights in the Parent-Student Handbook distributed at the beginning of each year.

### **Standards and Conduct**

Castlebay Lane Charter School embraces the theory of positive discipline. We use problem-solving rather than punishment to help children become successful students and citizens. Parent/child/school cooperation and support is crucial. In addition, standards and expectations for behavior are explained by each teacher in every classroom and posted in all public areas. These areas include the classrooms, MPR, lunch area, library, computer lab, and outside offices and bathrooms. Students are expected to maintain our school-wide standards of behavior, which are based on the Six Pillars of Character.

### **Six Pillars of Character:**

1. Take **responsibility** for yourself and your actions.
2. Demonstrate that you are a contributing **citizen** of your school community.
3. Always treat others with **respect**.

4. Show **fairness** to others in class as well as on the playground.
5. Show **kindness** to others who need assistance.
6. Prove yourself to be **trustworthy** to your peers and school staff.

### **Positive Behavior Reinforcement**

Castlebay Lane Charter School embraces the theory of consistent, positive discipline. Castlebay Lane Charter School utilizes problem-solving and positive and negative consequences, as an alternative to punishment to help students become successful. Parents sign off on a behavior contract on a yearly basis. The Governing Board will be working with a newly established Standards and Conduct Committee, which will be working with the principles of Character Counts over the next few years to develop a school-wide behavior policy and alternatives to suspension. Until a new adoption of Character Counts is realized, Castlebay Lane Charter School will continue to use the following Code of Conduct:

- Show respect to every student and every adult.
- Use words that compliment, help and support people.
- Settle differences peacefully and cooperatively.
- Take care of the school, your belongings, and the belongings of others.
- Always be where you are supposed to be.
- Always try to perform better than you did yesterday.

### **School-Wide Behavior**

Morning recess and lunch recess are times for play, relaxation, and sharing time with friends from different classes and grade levels on the playground or in the library. These choices allow for the development of personal and peer relationships and a wide range of personal choices. All students will be expected to follow the Six Pillars of Character. However, if there are infractions, there are consequences for the misconduct.

### **Consequences for Misconduct**

- First offense: Student is given an explanation of the offense and instructed how to participate appropriately.
- Second offense: Student who needs a cooling off period will be directed to a specific area by the teacher or supervision aide until he/she decided he/she is ready to rejoin the class.

- Third offense: Student is removed from the game or classroom. The student may be given community service as a consequence for his/her behavior.
- Any student involved in physical altercations will meet with the principal.

Further behavioral infractions will be handled according to LAUSD policies and procedures.

### **Grounds for Suspension and Expulsion**

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq.:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 111053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).

- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products).
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property (includes, but not limited to, electronic files and databases).
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness, or a witness in a school disciplinary proceeding, for the purpose of preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Aided or abetted in, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3.

- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4.
- Made terrorist threats against school officials, school property, or both. Section 48900.7.
- Engaged in an act of bullying, including but not limited to, that committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program.

### **Administrator's Role in Suspension/Expulsion**

If suspension is necessary, the principal will notify the parent, remind the parent that suspension is a disciplinary action, and schedule a parent conference. The principal will inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

No student will be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil will not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term "emergency situation" means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator will notify both the parents and the student of their right to a conference and of their right to return to school for that purpose. The conference will be held at the earliest time possible, but no later than two days after the incident takes place, unless the student waives this right or is physically unable to attend.

In the latter instance, the conference will be held as soon as the student is able to attend.

### **Length of Suspension**

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian and the principal to discuss the progress of the suspension upon the completion of the fifth (5<sup>th</sup>) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may not be suspended more than 20 days in a single school year.

### **Suspension Appeal Procedures**

The principal is to advise the parents of the appeal procedures if they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The local district appeal conference will be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

- Sustaining the suspension in all respects.
- Modifying penalties imposed.
- Rescinding the suspension and expunging the suspension from the student's records.

The parents will be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision will be included in the student's discipline records, if the parents so request.

### **Expulsion Procedure**

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) LAUSD's Discipline and Expulsion Support Unit could provide technical

assistance, if required, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records. The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances, or possession of a weapon at school.

The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion and, additionally, consult with his/her administrative supervisor. If expulsion is recommended, the principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with District policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion.

Therefore, in the event that a student requires expulsion, Castlebay Lane Charter School will work with LAUSD and implement BUL-4655, March 13, 2009 as the guiding practice for expulsion. Castlebay Lane Charter School will notify the Local District Superintendent of any potential expulsion case and provide the LD Superintendent with a copy of the case file for review. The Local District Superintendent will review the case and prepare the recommendation to expel the student. Castlebay Lane Charter School will follow District guidelines as set forth by LAUSD in preparing the file for student expulsion and participate and cooperate with the LAUSD Board's decision on the plan for rehabilitation.

## **Procedures for Rehabilitation, Readmission and Interim Placement**

### **Rehabilitation Plans**

*Pupils who are expelled from Castlebay Lane Charter School shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Castlebay Lane Charter School for readmission.*

### **Readmission**

*Castlebay Lane Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.*

### **Special Education Students**

*In the case of a student who has an IEP, or a student who has a 504 Plan, Castlebay Lane Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the school's administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to, the student's disability? B) Was the misconduct a direct result of the school's failure to implement the 504 Plan?*

### **Outcome Data**

*Castlebay Lane Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.*

### **Gun-Free Schools Act**

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



## **ELEMENT 11: RETIREMENT PROGRAMS**

*"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees Retirement System, or federal social security." Ed. Code § 47605 (b)(5)(K).*

As an affiliated charter school, the following staff issues will be considered per established District policies and procedures:

- Relationship between the teachers and the District/county bargaining unit
- Process by which salaries, benefits, working conditions and items, e.g., calendars, holidays, vacations, and workday and year, will be determined
- Labor procedures which will be applied to employees (EERA)
- Process for resolving complaints/grievances
- Manner by which staff members will be covered by STRS, PERS, Social Security, or Medicare
- Process for staff recruitment, selections, evaluation, and termination
- Procedure for processing and monitoring credentials, if required

As employees of an affiliated charter school within the Los Angeles Unified School District, all Castlebay Lane Charter School staff members (certificated, classified, and administrative) will continue to be covered by all federal, state, and LAUSD employee benefits and will be represented by employee unions: UTLA, AALA, Local 99, Teamster. Employees will continue to be covered by STRS, PERS, and PARS.

All certificated, classified and administrative staff of Castlebay Lane Charter School are employed by the Los Angeles Unified School District. All certificated and classified employees of the Los Angeles Unified School District participate in the retirement system associated with their bargaining unit and as such all are administered by the LAUSD. Castlebay Lane Charter School and the employees shall have all the rights and privileges as any similar employee of an elementary school within the jurisdiction of LAUSD.

*Employees of the Castlebay Lane Charter School will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits,*

*and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.*

*As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits and pursuant to applicable collective bargaining agreements.*

Castlebay Lane Charter School, in accordance with the CBA, will adhere to the principles of progressive discipline in resolving issues with employees. In accordance with union contracts, all employees are offered support and guidance regarding job performance. All evaluations and subsequent documentation will be completed in a timely manner according to contract provisions.

Before filing a grievance, employees are encouraged to make reasonable attempt to resolve a dispute or complaint by means of an informal conference with the immediate administrator. However, the grievance must be filed within the time limits required under the prevailing union contract.

In the case where grievance is filed, Castlebay Lane Charter School follows procedures outlined in the LAUSD/UTLA Collective Bargaining Agreement, Article V, Section 7.0. Matters regarding employees from other bargaining units (Local 99, Teamsters) will follow the procedures outlined in their contracts.

To ensure due process for all employees, all procedures will align with the respective contracts of LAUSD with UTLA, Local 99, and Teamsters.

## **ELEMENT 12: ATTENDANCE ALTERNATIVES**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)*

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to: use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Castlebay Lane Charter School and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by Castlebay Lane Charter School and LAUSD, will supersede.

Castlebay Lane Charter School is a school of choice. No student is required to attend, and no employee is required to work at the school. *Pupils who choose not to attend Castlebay Lane Charter School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.*

### **ELEMENT 13: EMPLOYEE RIGHTS**

*“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)*

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to: use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Castlebay Lane Charter School and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by Castlebay Lane Charter School and LAUSD, will supersede.

*As an affiliated charter school, all administrators, faculty and staff of Castlebay Lane Charter School are LAUSD employees. All employees will be hired by the District and maintain the same relationships to all bargaining units. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with applicable collective bargaining agreements.*

If, for any reason, Castlebay Lane Charter School closes or LAUSD closes Castlebay Lane Charter School, all rights of employees are governed by District policy and applicable collective bargaining agreements.

As LAUSD employees, Castlebay Lane Charter School employees are subject to District decisions regarding Reductions in Force (RIF), mandated furloughs, and any other personnel decisions regarding salary, classification, and assignment.

Former LAUSD employees must consult with LAUSD to determine their eligibility for leave.

Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with applicable collective bargaining agreements.

## **ELEMENT 14 DISPUTE RESOLUTION**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)*

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, funding policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Castlebay Lane Charter School and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any the terms of the MOU, if duly executed by Castlebay Lane Charter School and LAUSD, will supersede.

Parents, students, board members, volunteers, and staff at the Castlebay Lane Charter School will be provided with a copy of the school’s policies and dispute resolution process.

*The staff of Castlebay Lane Charter School and LAUSD board of Education agree to resolve any claim, controversy, or dispute arising out of or relating to the Charter agreement between the District and Castlebay Lane Charter School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.*

*Any Dispute between the District and Castlebay Lane School shall be resolved in accordance with the procedures set forth below:*

*1) 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 other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:*

*To Charter School:*

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

*To Director of Charter Schools:*

*Director of Charter Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 25<sup>th</sup> Floor  
Los Angeles, California 90017*

*A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.*

*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 Local District.*

**ELEMENT 15:  
EMPLOYER STATUS AND  
COLLECTIVE BARGAINING**

*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540, of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O)*

*The Los Angeles Unified School District is the exclusive public school employer of the employees of the Castlebay Lane Charter School for the purposes of the Educational Employment Relations Act (EERA). Teachers and staff in the Castlebay Lane Charter School will continue to be employees of the District and members of existing collective bargaining units. As an affiliated charter school, the Castlebay Lane Charter School will follow District policy with respect to all existing collective bargaining agreements.*

**ELEMENT 16:  
PROCEDURES TO BE USED  
IF THE CHARTER SCHOOL CLOSSES**

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)*

Because Castlebay Lane Charter School will be an affiliated charter school, District guidelines and procedures will be adhered to in all aspects of school closure.

*Castlebay Lane Charter School reverts back to a District traditional in the event of a closure.*

**A. Revocation**

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

- *Castlebay Lane Charter School commits a material violation of any of the conditions, standards, or procedures set forth in the charter.*
- *Castlebay Lane Charter School fails to meet or pursue any of the pupil outcomes identified in the charter.*
- *Castlebay Lane Charter School fails to meet generally accepted accounting principles or engages in fiscal mismanagement.*
- *Castlebay Lane Charter School violates any provision of law.*

*Prior to revocation, and in accordance with California Education Code section 47607(d), the District will notify the Castlebay Lane Charter School in writing of the specific violation and give the Castlebay Lane Charter School a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding*



language, *revocation proceedings are not subject to the dispute resolution clause set forth in this charter.*

## **B. Charter Renewal**

Castlebay Lane Charter School must submit its renewal petition to the District's Innovation and Charter Schools Division no earlier than September of the year before the charter expires.

## **C. Closure Procedures**

*The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Castlebay Lane Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:*

- 1. If the affiliated Charter School's governing council voluntarily closes the Castlebay Lane Charter School, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.*
- 2. The Charter Schools Division will notify the California Department of Education that Castlebay Lane Charter School has closed and the effective date.*
- 3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.*
- 4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.*
- 5. LAUSD reserves the right to conduct a close-out audit by the LAUSD auditor.*
- 6. Written notification to parents/guardians/caregivers of the enrolled students of the Castlebay Lane Charter School will be issued by LAUSD*

*within 72 hours after the determination of a Closure Action and the effective date of closure.*

- a. The process for transferring student records shall be in accordance with LAUSD procedures.*

*This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Castlebay Lane Charter School's right to operate as a Charter School or cause Castlebay Lane Charter School to cease operation.*

- The Castlebay Lane Charter School will allow LAUSD access, inspection and copying of all school records, including financial and attendance records, within 24 hours after receiving a written request by LAUSD. Castlebay Lane Charter School reverts back to a District traditional school in the event of a closure.

#### **D. Facilities**

*In the event that Castlebay Lane Charter School **changes its status to independent charter school**, during the term of this Charter, Castlebay Lane Charter School shall submit a petition for material revision for District's approval. Castlebay Lane Charter School shall meet all requirements of an independent charter that occupies LAUSD facilities; Castlebay Lane Charter School shall enter into facilities use agreement with the District and adhere to District guidelines including:*

- Petitioner: Castlebay Lane Charter School
- Petitioners' Address: **19010 Castlebay Lane  
Porter Ranch, CA 91326**
- Names of District school sites near proposed location: Beckford Charter for Enriched Studies, Darby Elementary, and Porter Ranch Community School (as of September 2012)
- LAUSD Attendance Area, District 1, Castlebay Lane Charter School
- *Proposed charter school will be located within the boundaries of LAUSD.*

**District-Owned Facilities:** *If Castlebay Lane Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Castlebay Lane Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Castlebay Lane Charter School will occupy and use any LAUSD facilities,*

*Castlebay Lane Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.*

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

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

*As a condition to the approval of the charter petition, Castlebay Lane Charter School will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.*

*The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:*

- **Use:** *Castlebay Lane Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Castlebay Lane Charter School.*
- **Furnishings and Equipment:** *LAUSD shall retain ownership of any furnishings and equipment, including technology, (F&E) that it provides to Castlebay Lane Charter School for use. Castlebay Lane Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*
- **Leasing: Licensing:** *Use of the LAUSD facilities by any person or entity other than Castlebay Lane Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.*

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:**
  - (1) **Pro Rata Share:** LAUSD shall collect and Castlebay Lane Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement
  - (2) **Taxes: Assessments:** Generally, Castlebay Lane Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Castlebay Lane Charter School's legal or equitable interest created by the use agreement.
  
- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Castlebay Lane Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by the Charter School.
  - (1) **Co-Location:** If Castlebay Lane Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Castlebay Lane Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (2) **Sole Occupant:** If Castlebay Lane Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Castlebay Lane Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E  
NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Castlebay Lane Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- ***Real Property Insurance:*** Prior to occupancy, Castlebay Lane Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Castlebay Lane Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Castlebay Lane Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Castlebay Lane Charter School is co-locating or sharing the LAUSD facility with another user.

***Facility status:*** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Castlebay Lane Charter School facility shall comply with all applicable building codes, standards, and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Castlebay Lane Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of, or addition to the proposed Castlebay Lane Charter School facility. The Castlebay Lane Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

***Occupancy of the Site:*** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Castlebay Lane Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Castlebay Lane Charter School moves or expands to another facility during the term of this charter, Castlebay Lane Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

***Health & Safety:*** Castlebay Lane Charter School will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at:

[www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management**

*Castlebay Lane Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.*

## ***Appendices***

- Appendix 1***      ***Demographic Chart***  
***Appendix 2***      ***Preliminary Budget***  
***Appendix 3***      ***Bylaws of the Governance Council***

### ***Electronic Copy Only***

- Appendix 4a***      ***CA State Language Arts Standards Grades K-5***  
***Appendix 4b***      ***CA State Math Standards Grades K-5***  
***Appendix 4c***      ***CA State ELD Standards Grades K-12***  
***Appendix 5a***      ***Safe School Plan Volume 1***  
***Appendix 5b***      ***Safe School Plan Volume 2***  
***Appendix 5c***      ***Safe School Plan Volume 3***